

# Witney Community Primary School

Hailey Road, Witney, Oxfordshire, OX28 1LH

**Inspection dates** 23–24 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	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.

- Pupils achieve well. They make good progress from starting points that are below those typically expected of their age.
- Pupils' behaviour is good. Pupils work well together, have a good attitude to learning, feel safe and enjoy school.
- Disabled pupils and those with special educational needs and those known to be eligible for the pupil premium make good progress because they are supported effectively.
- Teachers have very positive relationships with pupils. Teachers are good at using questions to help pupils explain their understanding.
- The school closely monitors pupils' progress and makes effective arrangements to give support to small groups of pupils who need extra help.
- Staff have a high morale and support each other in improving their teaching.
- The headteacher and governors have an accurate and detailed view of the school's strengths and weaknesses. They share the drive and vision to tackle the weaker areas and continue to make further improvements in teaching and achievement, so the pupils make faster progress.

### It is not yet an outstanding school because

- Although teaching is good, there is not yet enough that is outstanding. Teachers do not always encourage pupils to become more independent learners and the quality of marking of pupils' work is too variable.
- Leaders do not always follow up rigorously enough on their monitoring of teaching to ensure that identified areas of improvement are consistently implemented.

## Information about this inspection

- The inspectors observed 15 lessons, two of which were observed jointly with the headteacher and deputy headteacher. In addition, inspectors looked at pupils' work and listened to some pupils read.
- Meetings were held with pupils, two members of the governing body, senior and middle managers and a representative from the local authority.
- Inspectors took account of the 14 responses to the on-line questionnaire (Parent View), and the views of parents that were spoken to during the inspection. They also took into account the 21 responses to the staff questionnaire.
- The inspectors observed the school's work and looked at a number of documents, including the school's own data on pupils' progress, planning and monitoring documentation, records relating to pupils' behaviour, attendance and safeguarding, and the performance management of staff.

## Inspection team

John Taylor, Lead inspector

Additional Inspector

Jan Edwards

Additional Inspector

## Full report

### Information about this school

- Witney Community Primary School is smaller than the average primary school.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium (additional funding provided by the government for children in local authority care, pupils known to be eligible for free school meals and pupils whose parents are serving in the armed forces) is above the national average.
- The percentage of disabled pupils and those with special educational needs supported at school action is below average.
- The percentage of pupils supported by school action plus is well above average. The percentage with a statement of special educational needs is below average.
- The school meets the government's current floor standards which set the minimum expectation for attainment and progress.
- The school does not provide any alternative provision for pupils.

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

- Improve teaching so that more is outstanding by:
  - fostering and encouraging pupils to take more responsibility for their own learning, and become less dependent on their teachers
  - ensuring the marking of pupils' work makes clear what pupils need to do to improve their work and that there is a high level of expectation that pupils will respond to the suggestions made.
- Ensure school leaders rigorously follow up on lesson observations to make sure that recommendations for improvement are implemented in all classes.

## Inspection judgements

### The achievement of pupils is good

- Children start school with a level of skills below those expected for their age. They make good progress during their time in the Reception class due to the fast pace of learning, good use of working with partners and the skilful questioning by adults which encourages the children to investigate new areas of learning.
- Pupils' progress continues to be good in Key Stage 1, where the pupils are encouraged to start to mark their own work. Attainment has improved and is now above average by the end of Year 2.
- Effective teaching of letters and sounds in the Early Years Foundation Stage continues through Key Stage 1 and results in the good progress in reading. Most pupils enjoy reading and read regularly at home and in school.
- Progress in Key Stage 2 has shown a significant improvement over the last two years. A legacy of underachievement has been addressed rigorously and the school's assessment data and pupils' work indicate that the trend of improvement is embedded and continuing. Pupils make faster progress in mathematics than in English and boys make slightly faster progress than girls, but the gap in both instances is closing quickly. By the end of Year 6, attainment has in the past been below average. However, the increase in progress across the key stage is seeing marked improvements in attainment and the school's accurate data indicate above average attainment in Year 5 and Year 6.
- The school's tracking shows further improvements in writing have taken place this year. This is due to recent initiatives including the Big Write in the teaching of writing being adapted to meet the needs of the pupils.
- Frequent monitoring and targeted intervention for disabled pupils and those with special educational needs, alongside good quality ongoing teaching, results in these pupils making good progress across the school.
- The average point scores of pupils who are eligible for the pupil premium show that they are attaining standards, in reading and mathematics, at the end of Year 6 which are in line with similar pupils across the country and comparing favourably to other pupils in the school. Their standards in writing need are not yet at this level but the progress of these pupils is better than the other pupils in the school, so consequently the gap is closing.

### The quality of teaching is good

- Pupils are keen to learn and enjoy their lessons. They work cooperatively in pairs and in small groups.
- Most lessons are carried out at a brisk pace. They have a good variety of activities which maintain the pupils' interest and give a range of opportunities for the pupils to learn.
- Teachers have excellent relationships with pupils, using praise to encourage them to learn and correcting misunderstandings when needed.
- Teachers have a good understanding of pupils' attainment. They plan work accordingly and modify their plans in light of the pupils' progress and understanding. Pupils have a clear understanding of how to improve.
- Computers are used well to support the learning and provide opportunities for teachers to share and review work with the whole class.
- Teachers' good use of questions helps guide the pupils' learning and develop their understanding.
- When directed by the teacher, pupils make good use of talking in pairs to explore their understanding of new ideas and help each other learn.
- Pupils frequently assess their own work, which helps them have a clear understanding of how

they can improve.

- Marking is regular but teachers do not consistently provide precise guidance on how pupils can improve their work or always expect them to act upon suggestions when they are made.
- Pupils are at times insufficiently encouraged to be less dependent on the teacher and other adults in the classroom or to use other ways to solve problems and resolve issues so learning can progress at a quicker rate.

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

- The school provides a supportive and caring environment. Pupils are well behaved around the school and in the playground. They show respect for each other and have a good relationship with the staff.
- Behaviour in lessons is good and pupils have a good attitude to learning. They trust teachers to deal effectively with any minor incidents of misbehaviour which do not distract from their learning.
- Pupils have a good understanding of how to stay safe, including the safe use of the internet and social media.
- Pupils feel very safe at school. Pupils have a good understanding of the different types of bullying, including cyber bullying. They say bullying is very rare and they trust teachers to deal with any incidents effectively.
- The school's behaviour policy is well understood by pupils. They welcome the introduction of house points system as encouraging good behaviour and positive attitudes to learning. The school takes frequent opportunities to celebrate success and encourage good behaviour, punctuality and high attendance.
- Parents express a positive view about behaviour in school. The school's records support this view of good behaviour.
- Pupils' attendance has improved significantly, is now close to the national average and continues to rise. This is due to the school taking action, including celebrating excellent attendance, and using parenting contracts to improve low attendance.

### **The leadership and management are good**

- The school is well led and managed and focused on improving teaching and achievement. Staff are supportive of the school leaders and morale is high.
- The school leadership ensures that the frequent monitoring of pupils' progress is used to identify where additional support and interventions are targeted.
- Effective procedures are in place for performance management and appraisal and good professional development opportunities help a continuous honing and developing of teachers' knowledge and skills.
- Robust systems are in place to identify disabled pupils and those with special educational needs. Their needs are investigated and appropriate strategies are put in place. The impacts of these are regularly monitored; the strategies are reviewed to ensure the issues are addressed and the actions are effective.
- The school development plan is based on an accurate and robust view of the school's performance. The impacts of the actions are under constant review to enable the school to continue on an upward trajectory of improvement.
- The local authority provides effective support, which has helped the school in using its self-review to implement effective strategies to improve pupils' performance.
- Some teachers have visited other schools to observe outstanding practice and used this to drive improvements in literacy across the school.
- The headteacher has played an important role in improving the quality of teaching. Together with the senior management team, they provide accurate feedback to teachers on how to

improve their teaching. However, school leaders do not always ensure that recommendations for improvement identified in observations are systematically and consistently implanted as swiftly as they should be.

- The way different subjects across the school are planned meets the needs of the pupils well. The curriculum has been designed to broaden the use of literacy skills across the school. There is a good range of clubs, covering sports, arts and music as well as other areas. The school is already taking the appropriate action to provide pupils with more opportunities to learn about other religions and cultures.
- The school is effective at fostering positive relations with parents, ensures there is an equality of opportunity for all pupils and that any form of discrimination is tackled robustly.
- **The governance of the school:**
  - The governing body is well informed about the school's strengths and weaknesses and how well the school performs when compared to similar schools nationally. Members visit the school regularly and know about the pupils' progress in different areas. The governors are knowledgeable about the quality of teaching. They have ensured that pay awards are linked to teachers' performance. Members of the governing body have recently undertaken safeguarding training and they ensure the school meets all safeguarding requirements. Governors are well informed about the school's finances, and have taken appropriate action when required. They are becoming increasingly informed about the school's use of the pupil premium funding and its impact on the achievement of those pupils for whom it is intended.

## 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>	123081
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	406131

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	199
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Woodward
<b>Headteacher</b>	Jill Meyer
<b>Date of previous school inspection</b>	15–16 March 2011
<b>Telephone number</b>	01993 702388
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