

# Culham Parochial Church of England Primary School

High Street, Culham, Abingdon, OX14 4NB

**Inspection dates** 19–20 February 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.

- Most pupils make good progress and achieve well.
- Children in Reception have a successful start to their school life and make good progress.
- Good progress continues throughout Years 1 to 6.
- Improvements to teaching have had a positive impact on pupils' achievement, well supported by effective leadership and management.
- Teachers establish a positive climate for learning and provide tasks which are well suited to pupils' different abilities and needs.
- Pupils show enthusiasm for learning and behave well in class and around the school.
- Attendance is above average.
- Pupils feel safe and well cared for by staff.
- The headteacher and the governing body have shown considerable determination and drive in securing the school's future and in moving it forward.
- The local authority and positive partnerships with other schools have played a valuable part in improving the school.
- Good improvements have been made since the last inspection.

### It is not yet an outstanding school because:

- In just a few lessons, learning does not move on at a quick enough pace and pupils could be moved on to the main task sooner.
- Pupils do not always have sufficient opportunities to plan and organise their learning and work independently.
- There are insufficient opportunities for pupils to plan and carry out practical investigations in mathematics or to apply their numeracy skills in different subjects.

## Information about this inspection

- The inspector observed teaching and learning in 12 lessons.
- He held discussions with the headteacher, staff, parents and carers, a representative from the local authority, members of the governing body and pupils.
- The inspector took account of the 17 responses to the online survey (Parent View) and the results of the school's own parental survey.
- Four questionnaires from staff were analysed.
- The inspectors examined school policies, information about pupils' attainment and progress, teachers' plans, pupils' work and the school's planning for improvement.

## Inspection team

Derek Watts, Lead inspector

Additional inspector

## Full report

### Information about this school

- This is a much smaller than average-sized primary school.
- Most of the pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported through school action plus or a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' progress and attainment.
- A below average proportion of the pupils are eligible for the pupil premium, which provides additional funding for pupils in local authority care, those known to be eligible for free school meals or those with a parent or carer in the armed services.
- The school educates all pupils on site. There is no alternative educational provision off the school site.
- The proportion of pupils who have joined the school other than at the normal starting point is higher than average.
- At the time of the last inspection the school had only 25 pupils on roll, had an acting headteacher and was under the threat of closure. The acting headteacher became the permanent post-holder in July 2012.
- The school is no longer under the threat of closure.

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

- Increase the proportion of outstanding teaching by making sure that:
  - learning always moves on at a quick pace and pupils are moved swiftly on to the main tasks.
  - pupils are given good opportunities to plan and organise their learning, and to learn on their own.
- Extend the opportunities for pupils to plan and carry out practical investigations in mathematics and for pupils to apply numeracy skills in different subjects.

## Inspection judgements

### The achievement of pupils is good

- With a more settled teaching force, pupils' achievement has improved from satisfactory to good.
- Children enter Reception with the knowledge, understanding and skills typically expected for their age. They make good progress in the areas of learning because of good teaching and the interesting activities offered.
- Attainment by the end of Year 6 can fluctuate and in recent years there have only been one or two pupils in the year. Nevertheless, most pupils are making good progress from their starting points.
- Disabled pupils and those who have special educational needs make good progress because of effective teaching and the guidance and support that they receive individually.
- The more-able pupils usually have hard enough work in lessons. Just occasionally, they could be moved on to more demanding tasks sooner.
- The pupils who are known to be eligible for the pupil premium are benefiting from the school's recently implemented reading and writing scheme and individualised additional adult support. They are making good progress and the progress of pupils known to be eligible for free school meals is similar to that of other pupils.
- Pupils make good progress in speaking and listening. Opportunities for discussion, role play and drama have been extended. Pupils express themselves clearly and generate ideas for writing.
- Pupils make good progress in reading because of the school's effective programme for the teaching of letters and the sounds they make. They enjoy reading at school and at home.
- The school has successfully raised pupils' achievement in writing, especially for boys. Pupils write for a range of purposes. Their writing is often interesting, imaginative and usually well presented. For example, after exploring the characters through drama, pupils in Years 4 to 6 made good progress in planning and developing the story of Theseus and the Minotaur.
- Pupils make good progress in mathematics. However, they do not always have sufficient opportunities to apply their skills by planning and carrying out practical investigations. Plans exist to extend this and to provide more opportunities for pupils to apply numeracy skills in other areas, but have not yet been implemented.

### The quality of teaching is good

- There have been good improvements to teaching, particularly in the teaching of reading and writing.
- In most lessons, teachers expect the best from pupils in terms of their learning and behaviour. Pupils respond positively to these expectations.
- Teachers create a positive climate for learning and establish strong relationships with pupils. Pupils' spiritual, moral, social and cultural development is successfully promoted. As a result, pupils learn well together and show consideration and respect for others.
- Children in Reception are provided with a range of stimulating indoor and outdoor activities. There is a good blend of adult-led activities and those chosen by the children. Children have good opportunities to explore and be creative. For example, children made good progress in acting out the story of Cinderella. They were imaginative and applied their speaking skills well. They enjoyed wearing the costumes and effectively created a castle and coach using large construction materials.
- Throughout the school, lessons have a clear learning focus. Teachers make clear to pupils what they are expected to learn and when they have achieved this, providing good guidance.
- Teachers' demonstrations, explanations and instructions are clear and informative. They promote learning well. Questioning is used effectively to challenge pupils' thinking and to check their understanding of new learning.
- Discussions, drama and role play are used well to develop speaking and listening skills and

generate ideas for writing. Essential reading skills are taught effectively through a discrete, regular and well-structured programme. However, pupils do not always have enough opportunities to apply their numeracy skills to investigate and solve mathematical problems.

- Teachers make good use of the information about pupils' attainment to plan teaching and to match tasks to pupils' different needs. As a result, pupils are suitably challenged and make good progress in acquiring knowledge and deepening their understanding.
- At times learning can slow when teachers' introductions are too long and the pupils are eager to move on to the main task.
- Occasionally, pupils' learning is over directed by the teacher and opportunities are missed for pupils to plan and organise their own learning. For example, pupils are sometimes provided with writing frames. While these are helpful for some pupils, they can limit writing for the more able. Similarly, pupils are provided with charts to record their results in mathematics when some are capable of deciding how best to record and present their data.
- Teaching assistants are used well and make an effective contribution to pupils' learning, particularly for those who need additional help with literacy and social skills.
- The marking of pupils' work is effective and pupils find the marking helpful. Good work is praised and pupils told the inspector, 'Teachers give us the next steps to our learning.'

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

- The school has successfully maintained and built upon the good behaviour and safety reported in the last inspection.
- Children in the Reception class settle well into the school because of the warm and positive relationships established with adults. They enjoy the activities on offer, learning and playing well with others.
- Parents and carers who responded to Parent View and to the school's own survey stated that their children were happy, safe and well looked after, and that the school promotes good behaviour. Parents' and carers' positive views reflect the findings of the inspection.
- Pupils show enthusiasm for learning. They are courteous, cooperative and relate well to adults and to their peers. Pupils commented, 'We are all a family here' and 'We all get on so well.' Behaviour is good in lessons and around the school. The school's records of incidents show that behaviour is usually good over time and that effective action is taken to deal with unacceptable behaviour.
- The very few pupils with behavioural difficulties receive good guidance and support from staff. Pupils show considerable care and support for their fellow pupils.
- Pupils show a good understanding of bullying and the different forms it can take, including name-calling, physical bullying and cyber bullying. They know what to do should bullying occur. Pupils told the inspector, 'There is very little bullying at the school and when there is it is sorted almost straight away.'
- The school effectively promotes good attendance and punctuality. Attendance levels are above average.

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

- The headteacher and the governing body have shown considerable determination and drive in securing the school's future and moving it forward.
- A permanent headteacher and a more settled team of teachers have had a positive impact on pupils' achievement and on the quality of teaching through effective monitoring and support. The school demonstrates a good capacity to improve further.
- Key subject leaders are relatively new to their posts. Nevertheless, they are effectively engaged in checking and improving their areas of responsibility.
- The school's work is systematically and thoroughly checked. As a result, the headteacher, subject leaders and governors have a clear overview of the school's strengths and

improvement points. Planning and action taken to bring about improvements have been successful, particularly in reading and writing.

- Positive partnerships with other schools in the area have contributed to the school's improvements. Staff have benefited from shared training activities and in analysing and assessing pupils' writing across different schools. The local authority has provided effective support in the school's drive for improvement.
- Good emphasis is placed on strengthening teaching and learning. The headteacher and the school improvement officer from the local authority observe classroom practice and provide constructive feedback to teachers. Procedures for developing staff and setting annual improvement targets are effective and thorough. These specific objectives help staff improve their practice and are well linked to pupils' progress and to the school's improvement priorities. Good quality training, including developing pupils' talking, reading and writing skills, has contributed to the improvements to teaching.
- The school's appraisal policy helps to ensure that decisions about staff pay increases are well linked to a teacher's responsibilities and performance.
- An interesting range of subjects and topics promotes good achievement and enjoyment for pupils. The school has plans to extend opportunities for practical mathematics and independent learning. Clubs such as explore (religious studies), guitar, film, French and German are popular. A good range of educational visits further enriches pupils' experiences.
- All groups of pupils have full access to all activities provided and the school strives to ensure that different groups of pupils do as well as they can. Discrimination is not tolerated.
- Pupil premium funding is properly planned and allocated. The implementation of a reading and writing scheme with additional adult support has contributed to the pupils' good progress.
- The responses to Parent View and the school's own survey show that the vast majority of parents and carers are pleased with the education and care provided for their children. Parents and carers are particularly pleased with the improvements made and the school's more secure future.
- **The governance of the school:**
  - Members of the governing body possess a wide range of expertise and skills which are used well to benefit the school. Governors are enthusiastic, supportive and effective. They have been particularly successful in campaigning to keep the school open and in appointing a permanent headteacher. Governors have a good understanding of the school's performance and how it has improved. They have a clear overview of pupils' progress and the quality of teaching. Governors understand recent requirements relating to management of staff performance. They check how the pupil premium funding is spent and the impact the actions have on pupils' achievement. Governors attend relevant training to improve their effectiveness further. All safeguarding procedures meet 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

<b>Unique reference number</b>	123132
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	406141

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	47
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pat Nuttall
<b>Headteacher</b>	Matthew Attree
<b>Date of previous school inspection</b>	24–25 March 2011
<b>Telephone number</b>	01235 521766
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