

Stadhampton Primary School

Cratlands Close, Oxford, OX44 7XL

Inspection dates 20–21 February 2013

Overall effectiveness	Previous inspection:	Good	2
	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 achieve well. They make good progress because teaching over time is consistently good and some teaching is outstanding.
- The headteacher has successfully managed the school during its recent expansion and staff morale is high.
- The teaching of reading and writing is very effective so that attainment in English, including the proportion of pupils attaining the higher levels, is consistently above national averages.
- Pupils behave well, want to do their best and feel very safe in school. They enjoy school because lessons are interesting and relationships are strong.
- The governing body works very positively with the school and has an accurate picture of the school's strengths and development needs. With leaders, they have ensured that the good quality of teaching has been maintained since the previous inspection.

It is not yet an outstanding school because

- Pupils make slightly slower progress in mathematics than in English.
- Teachers do not always set pupils to work early enough in lessons to ensure that learning moves on at a fast rate.
- Developments in the use of mathematical investigations (exploring and finding things out for themselves) to deepen pupils' understanding and provide additional challenge are at an early stage.

Information about this inspection

- The inspector observed nine lessons and part lessons, including two joint observations with the headteacher.
- Discussions were held with the headteacher, the Chair of the Governing Body and another member, a local authority representative, senior leaders, staff, pupils and parents.
- The inspector took account of 22 responses to the on-line questionnaire (Parent View) in addition to the results of a recent school questionnaire, responses to the staff questionnaire and informal discussions with parents.
- The inspector observed the school's work and analysed a range of documents and policies, including the school improvement plan, information about pupils' progress, attendance records, safeguarding documents and a sample of pupils' work.

Inspection team

Julie Sackett, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of pupils who are eligible for the pupil premium in this school is very low. This is additional funding provided by the government to support pupils entitled to free school meals, children who are looked after by the local authority and the children of service families. No pupils who sat the national tests and assessments in 2012 were eligible for this funding.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils from minority ethnic groups and those who speak English as an additional language is below average.
- In this small school, the number of pupils in each year group varies. For example, the number currently in each year group ranges from 10 to 15. Pupils are taught in mixed-age classes from Year 1 to Year 6.
- There is a privately-run nursery on site, called Little Bears Pre-school, which was not included in this inspection. The latest report can be viewed on the Ofsted website.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Lift the quality of teaching to outstanding so more pupils make rapid progress, especially in mathematics, by:
 - giving pupils, particularly the more able, more opportunities to think things out for themselves at an earlier stage in lessons
 - embedding improvements in the use of mathematical investigations and real-life problems so that pupils are able to apply their mathematical skills
 - maintaining a quick pace in lessons so that pupils are strongly engaged throughout.

Inspection judgements

The achievement of pupils is good

- The skills and understanding of children currently in Reception Year when they started school were above those expected of their age, although this picture varies from year to year. Strong relationships and confident teaching mean that children make good progress during their first year in school so that attainment at the end of Reception Year is typically above average.
- Pupils continue to make good progress as they move through the school. The teaching of reading and writing is particularly successful, so that pupils, including the more able, make at least good, and often outstanding, progress in these subjects. As a result, attainment in English at the end of Year 6 has been consistently above average over the past five years, including the proportion of pupils attaining the higher levels. Attainment in reading and writing was above average in 2012.
- In the past two years, pupils have made more rapid progress in reading and writing than in mathematics, including the more able. This is because, in the past, there have been too few opportunities for pupils to apply their mathematical skills to investigations and real-life problems to deepen their understanding.
- The school has recently increased opportunities for pupils to complete mathematical investigations and ideas have been provided to help parents to support their children at home. Lesson observations and a scrutiny of pupils' workbooks show that, while these developments are at an early stage, they are already providing additional challenge for the more-able pupils and deepening pupils' mathematical understanding.
- There was a dip in attainment in mathematics at the end of Year 6 in 2012. The school asserts that this was largely due to a serious accident in the school's locality which affected pupils' performance in the mathematics tests. Inspection evidence shows that more pupils are now on track to exceed national averages in mathematics by the end of Year 6 in 2013.
- Disabled pupils and those who have special educational needs make good progress because their needs are quickly identified and support put in place. The school's success is reflected in the fact that the register of pupils identified for extra help is fluid, so that pupils are removed from the register when support has been successful. The very few pupils who speak English as an additional language also make good progress.
- The very few pupils eligible for the pupil premium this year are well supported and make as much progress as their peers.

The quality of teaching is good

- Good quality teaching, identified at the time of the previous inspection, has been maintained. Typically, teachers use their confident subject knowledge to plan interesting lessons, clearly explain to pupils what they must do to be successful during lessons and use interactive whiteboards well to engage pupils. For example, in a Years 5/6 lesson, the teacher used the whiteboard to show pupils how they could divide larger numbers and they were able to go on to apply the technique for themselves.
- In the Reception class, children make rapid gains in confidence and self-esteem because they feel secure and valued. Questioning by the teacher is used very well to check children's understanding and to make sure that learning builds on what children know. An example of this was seen during the inspection when the teacher very successfully used a game to actively involve all pupils and develop their reading skills.
- The teaching of reading in the school is very effective so that pupils achieve very well and enjoy reading. The link between sounds and letters (phonics) is taught systematically across the school and pupils have regular opportunities to read, both in school and at home.
- A whole-school focus on developing the quality of pupils' writing, including regular opportunities for pupils to complete longer pieces of written work, has been very successful, so that pupils are

keen to write for a range of purposes and achieve well. For example, during the inspection pupils in a Years 5/6 lesson confidently used notes they had completed at home to write a biography of a family member.

- Pupils' work is regularly marked against the aims of the lesson, so that pupils know what they have done well and how they can improve. Pupils know their targets and understand how well they are doing because the school involves them in discussions about their progress.
- Occasionally, opportunities are missed to set pupils to work independently earlier in lessons, especially the more able, so that the pace of learning slows.
- Teachers use questioning confidently to check pupils' understanding and to make sure that new learning builds on pupils' prior knowledge and understanding. In mathematics in the past there have been too few opportunities for pupils to manipulate and use their mathematical knowledge in investigations, and so provide additional challenge, especially for the more able, and deepen their understanding. The school has recently addressed this and work for pupils to explore and find things out for themselves are now more regularly included by some teachers.
- Disabled pupils and those with special educational needs are supported well, so that they make similar progress to their peers. The school knows individual pupils well and responds flexibly to their needs. Teaching assistants have a clear understanding of their roles and they make a valuable contribution to pupils' learning.

The behaviour and safety of pupils are good

- Pupils are polite, welcoming and proud of their school. They behave well during lessons and their behaviour when in the playground and moving between lessons is excellent. School records show that pupils behave consistently well over time. All of the parents who responded to Parent View consider behaviour in school to be good.
- Relationships are strong throughout the school and pupils are keen to learn and to do their best, from the youngest children in the school to those in Year 6. They demonstrate high levels of respect for adults and for each other.
- Pupils are given regular opportunities to talk to each other about their learning during lessons. They cooperate well, listening to others with respect and sharing their own ideas sensibly and confidently. For example, during the inspection, Years 3 and 4 pupils discussed characters from *A Midsummer Night's Dream* happily and maturely. Pupils enjoy school and attendance is consistently above average.
- Pupils say that they feel very safe in school and all parents who responded to Parent View agree. Pupils know about different forms of bullying and are confident that adults will listen to them and provide help if they have any concerns. School records show that incidents of bullying are rare.
- Behaviour is not yet outstanding because, while most pupils behave very well, a few pupils occasionally become fidgety and inattentive when work is not set soon enough in lessons and the pace of teaching slows.

The leadership and management are good

- The headteacher's dedication to the school, and her determination to secure the best for all pupils, have been instrumental in maintaining consistently good teaching and achievement over time. The headteacher has worked closely with governors to successfully manage the school's recent expansion.
- The school has an inclusive ethos and is rightly proud of the way that pupils are known and valued as individuals. Strong teamwork means that everyone plays their part in helping pupils to achieve well. The school is committed to securing equal opportunities for all and discrimination is not tolerated.

- The school has increased opportunities for parents to find out how well their children are doing and helpful information is provided on the school website about how parents can help their children at home.
 - School leaders have an accurate picture of the school's strengths and understand what needs to be done to secure further development. Leaders routinely check how well teaching is helping pupils to achieve. Plans for development are focused appropriately on strengthening teaching and raising pupils' achievement.
 - Lessons are carefully planned to be interesting and stimulating and the curriculum contributes well to pupils' spiritual, moral, social and cultural development. For example, the school regularly involves pupils in a wide range of fundraising activities which support projects in the United Kingdom and beyond, so that they learn about people living in different contexts around the world.
 - The local authority knows the school very well and has provided light touch support for this successful school.
 - **The governance of the school:**
 - Governors are enthusiastic and ambitious for the school and there is no sense of complacency. The governing body has a clear understanding about its role in supporting the school and in holding leaders to account for pupils' achievement. Appropriate training has made a valuable contribution to the effectiveness of the governing body. The way that pupils' achievement is analysed by the governing body is developing particularly well. As a result, governors have an accurate picture of the school's performance compared with schools locally and nationally. They know how well the recently arrived pupils entitled to the pupil premium are supported and monitor their progress carefully. The governing body is well informed about the quality of teaching and how teachers are supported and rewarded. Safeguarding procedures are robust and meet statutory requirements so that pupils feel safe and secure.
-

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	123030
Local authority	Oxford
Inspection number	403504

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	90
Appropriate authority	The governing body
Chair	Jason Hector
Headteacher	Kathryn Turner
Date of previous school inspection	20 March 2008
Telephone number	01865 890370
Fax number	01865 890105
Email address	Office.2455@stadhampton.oxon.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

