

# Sibford Gower Endowed Primary School

Acre Ditch, Sibford Gower, Banbury, OX15 5RW

**Inspection dates** 21–22 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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 flourish both academically and socially, developing a love of learning and attaining at above-average levels by the end of Year 6.
- Teaching successfully challenges pupils and their learning is made purposeful because teachers effectively link subjects together.
- Phonics (learning about letters and the sounds they make) is taught well in the Early Years Foundation Stage and Key Stage 1.
- Disabled pupils and those who have special educational needs are given good support and make good progress.
- Pupils' behaviour is good. They feel very safe and have outstanding attitudes towards learning, working hard at all times. They feel very safe. Interesting activities both in and out of lessons ensure that pupils thoroughly enjoy school.
- The determined leadership of the headteacher as well as strong support from the other senior leader is ensuring that the school is improving quickly and that there is a good pace to change. A slight dip in attainment in Key Stage 1 that emerged last year has been tackled rigorously so that progress is again consistently good across the school.
- The school has effective strategies for improving teaching when minor weaknesses are identified.
- The governing body is knowledgeable about the work of the school and provides good challenge to the headteacher.
- The school works closely with parents and carers, who contribute well to their children's learning.

### It is not yet an outstanding school because

- In Years 3 to 6, pupils write confidently but do not always spell accurately because skills are not taught systematically enough.
- The headteacher takes on too much and does not delegate responsibility for ensuring further improvement widely enough.

## Information about this inspection

- The inspector observed 11 lessons, of which six were joint observations with the headteacher. In addition, the inspector made a number of short visits to lessons.
- Meetings were held with pupils, members of the governing body, staff and with a representative from the local authority.
- The inspector took account of the 49 responses to the online questionnaire (Parent View). He also talked to some parents and carers individually.
- The inspector observed the school's work and looked at a number of documents, including the school's own information about pupils' learning and progress, planning documents, the school development plan, records relating to behaviour and attendance, and safeguarding documents.
- The inspector analysed 10 questionnaires from staff.

## Inspection team

Mike Capper, Lead inspector

Additional inspector

## Full report

### Information about this school

- This is a smaller-than-average-sized primary school. It is a voluntary controlled school with links to a local charitable trust.
- Pupils are taught in five classes, four of which are mixed-age. Children in the Early Years Foundation Stage are taught in a mixed-age class with some Year 1 pupils.
- The proportions of disabled pupils and those who have special educational needs who are supported at school action, school action plus or with a statement of special educational needs are broadly average.
- The proportion of pupils eligible for the pupil premium (additional government funding in this school for children known to be eligible for free school meals, children who are looked after by the local authority and the children of service families) is well below the national average. There were no eligible pupils in Year 6 last year.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The after-school club is managed by the governing body and run by school staff.

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

- Improve the spelling of pupils in Key Stage 2 by ensuring that skills are taught more systematically.
- Review leadership responsibilities and share them more widely so that other members of staff are more involved in checking the quality of provision and ensuring that the recent good pace of change is maintained.

## Inspection judgements

### The achievement of pupils is good

- Pupils' achievement is good. Although there are some minor variations from year to year, pupils' attainment by the end of Year 6 is above average. This reflects good progress for pupils from their starting points. The good progress of pupils of all ages and in all classes, including those with more than one age group in them, is maintained in the rest of the school.
- When children start school, the majority are working at the expected levels for their age. Children make good progress in the Early Years Foundation Stage, especially in developing confidence and independence. Early reading skills also develop particularly quickly, with children developing a good knowledge of the sounds that letters make as a result of the effective teaching of these skills.
- Phonics is taught well in Key Stage 1. By Year 2, pupils are good readers who willingly tackle new words by sounding them out. Pupils write enthusiastically across the school, but in Key Stage 2, the quality of their written work is sometimes hampered by inaccurate spelling. The good phonics knowledge seen in Key Stage 1 has not yet filtered through to older pupils. Consequently, they sometimes make careless spelling mistakes and do not always have a good enough understanding of spelling rules so that errors are avoided.
- In numeracy lessons, pupils clearly explain what strategies they are going to use to solve a problem and they carry out complex calculations accurately. For example, Year 6 pupils demonstrated a good understanding of volume in a lesson applying their mathematical knowledge to use clues from a 'crime scene' to solve a problem.
- The school successfully promotes equality by ensuring that all groups do equally well. Disabled pupils and those who have special educational needs make the same good progress as others due to the well-focused support that they are given.
- Pupil premium funding is used sharply to close the gap between the attainment of the very small number of eligible pupils and others. Consequently, by Year 6, these pupils are attaining as well as others in English and mathematics as measured by their average points scores in end of year national testing. There has been an increased focus in the current year on giving more support to eligible pupils in Key Stage 1. This is proving effective in ensuring that the gap is being closed even earlier.

### The quality of teaching is good

- Pupils achieve well because teaching is good across the school. Teachers make learning purposeful by linking subjects together. Pupils like this, saying that work is enjoyable because 'you never know what is coming next'. Teachers work hard to boost pupils' confidence and this means that they willingly try new things without fear of failure.
- In the Early Years Foundation Stage, there is a good balance between activities taken by the teacher and those where children choose for themselves where they are going to work. Children are given good opportunities to explore their own ideas when, for example, making 'clocks' outside with chalk.
- Phonics is taught effectively in the Early Years Foundation Stage and Key Stage 1. In the last academic year, leaders recognised that practice was not good enough. Since then, they have revamped provision and pupils are now taught in small groups that are sorted by ability. This means that differing needs are now being met well.
- Teaching assistants make a good contribution to pupils' learning, especially when working with those who are disabled or who have special educational needs. These pupils learn quickly because learning is broken down into small steps and new skills are introduced systematically.
- The school has improved marking and target-setting in the last year, and practice is good. Pupils explain clearly what 'Tickled Pink' and 'Growing Green' marking means when they see it in their work. They say that their targets are helpful as 'it means we know how to improve'.

- Teaching is not yet outstanding because very occasionally there are missed opportunities to move on more quickly the learning of the most able, especially if a teacher talks too much at the start of a lesson. This occasionally slows progress for these pupils.

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

- Pupils' above-average attendance reflects their thorough enjoyment of school. The school ensures that there is no discrimination and fosters good relationships between pupils. They develop very positive attitudes towards learning, cooperating well and listening sensitively to the views of others.
- Pupils feel very safe and are confident that problems are sorted out quickly. They know how to avoid dangers and are very sensible when crossing the road that splits the school site.
- Bullying is very rare but if it, or 'falling out', does occur there are good systems to tackle it. As one pupil said. 'We all look after each other and the grown-ups help to sort out problems.' Pupils know that bullying can take many forms. They talk knowledgeably about how to avoid cyber-bullying.
- Pupils understand the school's rules and they feel that teachers manage behaviour fairly so that they know what is expected of them. Pupils behave well ensuring that time is not wasted. The only time when behaviour is less than good is just occasionally at lunchtimes, when there is not always enough to do on the comparatively small playground and play is sometimes too boisterous.
- Pupils keenly take responsibility by taking on 'jobs' such as being playleaders. There is a school council but it does not meet regularly enough so that pupils can, for example, share their own good ideas for how to improve lunchtimes.
- The well-attended after-school club is enjoyed by pupils and greatly appreciated by parents and carers. Members of staff plan interesting activities that give pupils a happy end to the day.

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

- The headteacher has high expectations and leads the school well. His accurate evaluation of provision means that there is a good understanding of the school's strengths and weaknesses. Where weaknesses are identified, they are tackled quickly by senior leaders, hence the rapid and effective response to a slight dip in attainment in Key Stage 1 last year. The local authority has provided helpful recent support, especially to check the headteacher's evaluations of how well the school is doing.
- In this small school, the headteacher takes on too much. Responsibility for checking the quality of teaching and maintaining consistently good practice in all areas of the school's work is not shared widely enough. The governing body is rightly reviewing this so that it can ensure that the headteacher does not take on too large a workload, ensuring that the recent good pace of change can be maintained.
- The checks carried out on the quality of teaching are used well to set targets for improvement. There are clear links between the performance of teachers and the awarding of pay rises. Opportunities for training are well matched to the school's needs. For example, recent training on the use of marking and targets has significantly improved practice.
- The use of the pupil premium is carefully checked by the headteacher. Funding has been used to good effect to provide additional support to accelerate progress. Good use is also made of this additional funding to provide training for staff, to purchase equipment and to ensure that eligible pupils are able to participate in residential visits. These have all been important factors in closing the gap between the attainment of these pupils and others.
- There is a well-planned curriculum that introduces most key skills systematically. However, the teaching of spelling in Key Stage 2 is not systematic enough and this is the main reason why these skills are less strong in Years 3 to 6 than elsewhere in the school.

- Pupils' spiritual, moral, social and cultural development is supported well. Pupils happily participate in assemblies and show good concern for the needs of those less fortunate than themselves.
- Safeguarding arrangements meet requirements. There are exemplary records to show how adults are vetted before working with pupils.
- **The governance of the school:**
  - The well-trained governing body provides good challenge and support to the headteacher. Governors are knowledgeable about the quality of teaching and about the school's performance in comparison with others, and they are becoming increasingly involved in analysing information about pupils' progress to check that all are doing well enough. Governors keep a watchful eye on spending and ensure that the pupil premium is used to improve the attainment of eligible pupils so that they are doing as well as others by the end of Year 6. Governors monitor management of teachers' performance closely to check that it is used to recognise and reward good teaching.

## 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>	123092
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	403508

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>	129
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Brian Heather
<b>Headteacher</b>	Paul Hollidge
<b>Date of previous school inspection</b>	29 April 2008
<b>Telephone number</b>	01295 780270
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