

Standlake Church of England Primary School

Church End, Standlake, Witney, OX29 7SQ

Inspection dates 21–22 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 and as a result their attainment is above average by the end of Year 6 in English and mathematics.
- Teaching is good because members of staff know the pupils well and work together closely to make lessons interesting and meaningful.
- Pupils behave well and feel safe at school because members of staff provide a secure community where everyone is respected and valued.
- Strong leadership and management are ensuring that teaching and learning are continuing to develop since the last inspection. Particular improvements have been made in the provision for children in the Early Years Foundation Stage and Years 1 and 2, and the way their learning is checked.
- Governors provide effective support and challenge. They are constantly planning for the future and ensuring the school remains effective.

It is not yet an outstanding school because:

- Opportunities are missed in Years 1 to 6 to ensure pupils always do their best writing and carry out mental calculations quickly. Not all tasks are purposeful when children are working outdoors in the Early Years Foundation Stage.
- Some pupils eligible for free school meals do not do well enough because they have poor attendance. Leaders are not changing provision quickly enough when additional support for these pupils does not improve achievement.

Information about this inspection

- The inspector observed 12 lessons with 11 being observed jointly with the headteacher.
- Meetings were held with senior leaders, teachers, pupils, members of the governing body and representatives from the local authority.
- The inspector took into account 30 responses to the online questionnaire (Parent View) and held informal discussions with a sample of parents and carers.
- The inspector considered the views expressed in 12 staff questionnaires.
- A range of information supplied by the school was scrutinised, including the school's own information about how well pupils are doing, planning documents, checks on the quality of teaching, the school development plan, records relating to behaviour and attendance, and safeguarding documents.

Inspection team

Alison Cartlidge, Lead inspector

Additional inspector

Full report

Information about this school

- The school is a much smaller than average-sized primary school.
- About one in six pupils are supported through school action. This proportion is above the national average. About one in 16 pupils are supported at school action plus or with a statement of special educational needs, which is below average.
- Approximately one in ten pupils are known to be eligible for the pupil premium (additional money provided by the government for pupils known to be eligible for free school meals, children who are looked after by the local authority and the children of service families). This is below the national average. The school currently has no pupils who are looked after by the local authority.
- The school has an above average proportion of pupils of Romany, Gypsy or Traveller heritage.
- The school has a much higher than average proportion of pupils who join the school after the Early Years Foundation Stage.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been several changes of staff since the last inspection, including new senior leaders. The headteacher has been chosen by the local authority to also be acting headteacher of another local school while a permanent appointment is being made.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching, by:
 - ensuring that teachers are consistent in their expectations for the quality of pupils' writing across the curriculum
 - expecting pupils to always carry out mental mathematics quickly
 - making sure that all outdoor activities in the Early Years Foundation Stage are purposeful.
- Narrow the gap in attainment between pupils eligible for free school meals and other pupils at the school, by:
 - Extending links with Romany, Gypsy and Traveller families to improve attendance
 - checking the impact of additional support more rigorously so that changes can be made quickly if support is not improving attainment and progress fast enough.

Inspection judgements

The achievement of pupils

is good

- Most children are working within the levels expected for their ages when they start school in the Early Years Foundation Stage. They make good progress in all areas of learning, but do especially well in personal development and when learning about letters and sounds. Members of staff provide well-judged guidance in matching groups of letters and their sounds and are good role models for considerate behaviour. Occasionally, learning slows when outdoor activities do not have a sufficiently clear purpose.
- Attainment by the end of Year 6 is above average in English and mathematics in most years and most pupils make good progress between Years 1 and 6. Pupils do especially well in reading. Occasionally in mathematics, pupils do not do as well as they could because they are not expected to think quickly enough when working answers out mentally.
- Disabled pupils and those who have special educational needs make good progress. They are given additional support in class from members of staff which is tailored to their particular needs.
- Pupils known to be eligible for free school meals did less well than other pupils at the school in the national tests in 2012 in English and mathematics, as measured by their average point scores. Most of these pupils are also from the Romany, Gypsy or Traveller communities and about half have poor attendance due to their travelling lifestyle. Leaders have ensured that the gap is closing for pupils who attend school regularly, but the gap remains for a small number of pupils in this group. The very few children from service families do well.
- Pupils' good literacy and numeracy skills support their learning well, although some opportunities are missed for pupils to extend what they have learnt in writing when working in other subjects.
- Pupils who join the school after the Early Years Foundation Stage settle quickly, enabling them to make the same good progress as other pupils during their time at the school.

The quality of teaching

is good

- A particular strength in teaching is the effective way that teachers and teaching assistants work together to teach pupils in small groups. This approach enables them to provide work that is well suited to the wide range of needs of the pupils in each class.
- Good relationships between members of staff and the pupils ensure that pupils are keen to listen and learn. As one commented, 'The teachers are different but all amazing.' Good relationships were very evident in a Years 5 and 6 lesson, where expectations for pupils' persuasive writing were very high and pupils felt able to evaluate each other's work constructively and sensitively.
- Teachers make good use of questions to encourage pupils to think for themselves. For example, in Year 2, staff asked good questions to help pupils write factually about the Great Fire of London.
- In the Early Years Foundation Stage, there is a good mix of adult-led activities and tasks that children choose for themselves. For example, pupils enjoyed searching for 'dinosaur bones' in the sand tray and helping to make sandwiches for their 'Ball'. Occasionally, a few outdoor activities do not have the same clear educational purpose as activities provided indoors and at these times learning slows.
- In Years 1 to 6, lessons have a clear structure allowing pupils to build on what they already know and can do. For example, in Years 3 and 4 the teacher provided clear expectations for pupils' animal poems, enabling them to know what to do and to work quickly. Teachers have good subject knowledge and effective use is made of teachers' particular skills in teaching subjects such as French, art and music.
- Teachers have high expectations for pupils most of the time and provide a good level of challenge in practical work. However, there are occasions when pupils are not expected to produce written work at the level of which they are capable when they are writing in subjects

other than literacy. Occasionally in mathematics, pupils are not encouraged to make mental calculations quickly enough. This hampers the progress pupils make.

The behaviour and safety of pupils are good

- Good behaviour is evident in lessons and around the school and pupils are polite and friendly. They are pleased with the way behaviour has developed and make positive comments such as 'Mostly everyone is really well behaved.' They are keen to take responsibility and to help each other and clearly enjoy school. They are proud that they 'help each other in class' and 'care'.
- Pupils feel safe at school and know how to stay safe. They are knowledgeable about the risks of cyber bullying and are aware that health and safety issues can limit some activities at playtime. The overwhelming majority of parents and carers who responded to the Parent View questionnaire are pleased with the pupils' behaviour and all said that their children are happy and feel safe at school. No concerns were expressed about bullying by parents, carers or pupils. As one pupil said, 'It is teasing rather than bullying.'
- The school is successful in eliminating discrimination and fostering good relationships. Consequently, pupils from diverse backgrounds work and play together in harmony. They show great respect for their contrasting lifestyles. Pupils who join the school after the Early Years Foundation Stage are positive about the welcome they receive. They make comments such as, 'We were made to feel welcome when we started' and 'Teachers and children are really inviting.'
- Pupils are involved in assessing their own learning and enjoy sharing their constructive views about the work of others. They know that their views are listened to and they are pleased that the school council 'provides us with good stuff', such as the adventure play area.
- While the attendance of most pupils is above average, about half the pupils eligible for free school meals do not attend school regularly. This has a negative impact on their attainment and progress.

The leadership and management are good

- Leaders have a clear vision for the future of the school and this is shared with other members of staff and the school community as a whole. Strong links with the village and parents and carers have made the school popular and pupil numbers have risen since the last inspection. Parents and carers typically make comments such as, 'It's like a big family' and 'Every child is treated as an individual and nurtured.'
- The headteacher has a good reputation in the local authority and consequently is supporting another school part time while a permanent headteacher is being appointed. The local authority has provided the right level of light touch support for this school because the headteacher has a proven track record for strong leadership.
- Senior leaders, including those who are new to their roles, are good role models as teachers and provide effective coaching and advice for other members of staff. The quality of teaching is checked closely as part of the management of teachers' performance. Professional development is provided to ensure that teachers continue to develop and provide the best for their pupils and the school as a whole. Consequently, almost all teaching is good and teachers are striving to deliver outstanding teaching.
- Safeguarding arrangements meet requirements. All members of staff have up-to-date training and have been checked for their suitability for working with children.
- Pupils' spiritual, moral, social and cultural development is well supported. Pupils' delightful singing in preparation for a forthcoming music festival was spiritually moving and uplifting. Pupils provide each other with topics for reflection in their slide presentations. For example, during the inspection one pupil showed well-chosen slides depicting, 'The Power of the Weather'.
- The interesting curriculum is enhanced with a wide range of additional activities, particularly for a school of this size. Pupils appreciate that members of staff put in extra effort to provide these opportunities including in art, music and drama. For example, there are attractive and impressive

displays of pupils' artwork, such as the aliens painted by Year 1.

- Leaders are keen to promote equal opportunities but are aware that not all pupils eligible for free school meals do as well as they should. They are looking at ways of increasing the impact of pupil premium funding, especially for pupils with poor attendance.

■ **The governance of the school:**

- Governance is good. Governors are knowledgeable about the school and how well pupils are achieving compared to other schools nationally. They use their wide range of skills well to ensure that the school continues to develop. They know how teaching is checked, and that how well teachers are doing influences pay increases and training needs. Training is only agreed when it is clear how it will improve provision and pupils' progress. Governors understand how spending links to whole-school improvement and consider future needs when making staff appointments so that provision can continue to be strong.

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	123111
Local authority	Oxfordshire
Inspection number	403510

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	129
Appropriate authority	The governing body
Chair	Chris Naylor
Headteacher	Sandra Connell
Date of previous school inspection	21–22 January 2008
Telephone number	01865 300454
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