

Brize Norton Primary School

Station Road, Brize Norton, OX18 3PL

Inspection dates 26–27 February 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Whatever their different starting points are, pupils continually make outstanding progress throughout the school. At the end of Key Stage 2, pupils' achievement in all subjects is significantly above the national average.
- The impact of teaching over time is outstanding. Teachers' high quality written and oral feedback ensures all pupils make rapid progress in all subjects. Teachers plan exciting lessons that incorporate pupils' interests and suggestions.
- Children are given an excellent start in the Early Years Foundation Stage because the adults successfully and quickly develop all of their skills.
- Pupils' behaviour and attitudes to learning are outstanding. Pupils are highly motivated and extremely keen to learn. They sensibly take on key responsibilities around the school.
- Pupils have a good understanding of how to keep themselves safe and they are highly confident in the adults in the school.
- All of the parents, in response to the on-line survey (Parent View), would recommend the school to others.
- The school has established an enriched curriculum that highly engages all of the pupils.
- The leaders in mathematics and English effectively hold others to account in the teaching of their subjects. However, leaders in other subjects do not yet have such a high profile in fully doing this.
- The exemplary leadership of the headteacher, in collaboration with a dedicated staff team and a highly ambitious governing body, has successfully raised all aspects of the school including pupils' achievement from good to outstanding.

Information about this inspection

- The inspector observed 10 lessons taught by seven members of staff. Two were carried out as joint observations with the headteacher.
- Meetings were held with staff, pupils and members of the governing body. A telephone conversation was held with a representative from the local authority.
- The inspector observed the school's work and looked at the self-evaluation, records of pupils' progress, governing body minutes, pupils' work and documents relating to behaviour and safety.
- The inspector analysed the 37 responses to the on-line questionnaire (Parent View). Staff questionnaires were also scrutinised.

Inspection team

Sharona Semlali, Lead inspector

Additional Inspector

Full report

Information about this school

- Brize Norton is a smaller-than-average-sized primary school.
- The proportion of pupils 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 eligible for the pupil premium (additional funding provided by the government for specific groups, including those known to be eligible for free school meals, children in the care of the local authority and pupils from service families) is below the national average.
- The large majority of pupils are from a White British background.
- The school meets the government floor standards, which are the minimum expected for pupils' attainment and progress.
- The school has achieved the Basic Skills Award, the Eco Green Flag Award and the International Schools Award.

What does the school need to do to improve further?

- Raise the profile of leaders, other than in English and mathematics, so they can fully hold others to account in the teaching of their subjects.

Inspection judgements

The achievement of pupils

is outstanding

- Starting points for the different classes of children vary when they enter into the Early Years Foundation Stage. The majority have skills that are below those typically expected for their age, particularly in reading and writing, although most are good at speaking and listening.
- Children in the Early Years Foundation Stage make outstanding progress in all areas of learning. This is due to the exceptional support provided by the adults in a language-rich and stimulating environment.
- At the end of Key Stage 1, in 2012, attainment in reading, writing and mathematics was significantly above the national average. Pupils not only make excellent progress in mathematics and English but this is replicated in all subjects.
- Pupils continue to make rapid progress throughout Key Stage 2 and attainment in reading, writing and mathematics is significantly above average. This has mostly been the case over the past five years.
- Rapid progress is made in reading because it is well taught and highly promoted throughout the school. This begins from when the children are in the Early Years Foundation Stage they take home both fiction and non-fiction books to share with their parents. In the Reception class, children focus on particular authors throughout the term, similar to the rest of the pupils in the school.
- All pupils express how they love reading and visit the library regularly and can talk in great depth about their favourite authors. Pupils who are at the early stages of reading demonstrate highly effective ways to tackle unfamiliar words. Excellent dialogue occurs in the pupils' reading record between the parent and the teachers about the progress of their reading. Older pupils write detailed responses to the teachers' prompts, and the pupils say, 'This helps me to think more deeply about what I'm reading.'
- Pupils with special educational needs have an equal chance of being successful and they do make excellent progress in all subjects. Their needs are clearly identified as soon as they start school and personalised plans and support are quickly put into place. These are checked regularly and rigorously. This prevents these pupils from being at risk of any underachievement.
- Those pupils supported by the pupil premium funding have benefited from having effective additional adult support throughout the week; they are sometimes taught in smaller groups and enjoy the additional mathematical resources, including the study books. As a result, the gap as measured by average point scores in the end of Year 6 tests is closing between themselves, those pupils nationally, and others in the school in both English and mathematics, but particularly in English.

The quality of teaching

is outstanding

- Teachers provide high quality written and oral feedback that helps the pupils to make rapid progress in all subjects. Quality time is allocated for pupils to respond to, and act on, their written comments. For instance, in a Year 6 English lesson, the teacher's written feedback clearly informed pupils on how they could improve their writing in order to reach their challenging targets and gave them time to do this. Pupils were highly engrossed in improving their work and did not waste time putting their hands up as they had a card showing whether they needed help or not.
- Adults in the Early Years Foundation Stage have created highly stimulating and vibrant learning environments. The wide variety of thought-provoking resources help children to make rapid progress in all areas of learning, particularly in reading and writing. In one lesson the teacher's high expectations successfully enabled the children to design and create high quality models, whilst at the same time skilfully developing their mathematical vocabulary about different shapes.

- Teachers are highly effective at getting younger pupils to re-tell the order of stories using sign languages and devising different symbols that represent words and punctuation. In a Years 1/2 class, pupils thoroughly enjoyed actively re-telling the story of Rapunzel in this way.
- Teaching assistants help pupils to make rapid progress through individual or small group support. For example, the teaching assistant was highly effective in getting a small group of pupils to fully understand the value of coins in money because of her skilful questioning techniques and eye-catching resources.
- All teachers provide excellent opportunities to help pupils learn well together. In a Years 3/4 lesson, pupils were excited when they had to work in groups deciding which character and disaster they would choose to write about as part of a class story.

The behaviour and safety of pupils are outstanding

- Pupils' exemplary attitudes to learning and behaviour contribute significantly to pupils making outstanding achievements. They demonstrate high levels of conduct when walking around the school by themselves.
- Pupils are fully entrusted by staff to independently take on responsible tasks around the school. For example, the Energy Spies group sensibly checks which classes have saved energy during playtimes so the group can reward them with a trophy at the end of the week.
- At playtimes, older pupils thoroughly plan and play different games with the younger children. During the inspection this included games like 'What's the Time Mister Wolf?' and 'Stuck in the Mud'. The Healthy School's Project Team has strongly influenced others to have healthier packed lunches.
- The pupils' voice is strongly heard through the school council. Pupils have devised their own school improvement plan and have raised money and lead the design process for the creation of an outdoor learning garden.
- Pupils have created their own school promise which effectively shows their full commitment in how they will conduct themselves and treat others. They are extremely clear about the school's rewards and sanctions.
- Pupils say they feel extremely safe in the school. They have an excellent understanding of the different forms of bullying including cyber bullying and know how to keep themselves safe. Pupils in Years 5 and 6 have produced a well-written leaflet about anti-bullying for the younger ones using computer technology, that gives them a very clear understanding about this subject. They are adamant that bullying is extremely rare, saying, 'Pupils have arguments but that's not bullying. It's often a misunderstanding.'
- Attendance is above average which is a result of pupils' enjoyment of coming to school.

The leadership and management are outstanding

- The determined and inspirational leadership of the headteacher, together with a highly ambitious governing body, has successfully secured the school to be outstanding in all areas. The headteacher and governors are fully supported by a dedicated and committed staff team.
- Processes for checking the quality of teaching are extremely thorough. Those leaders with responsibilities for English and mathematics rigorously and regularly check the information about pupils' progress in their subjects. This ensures that all groups of pupils have an equal chance of achieving highly. However, the leaders with responsibilities in other subjects other than in mathematics and English do not yet have such a high profile in fully holding others to account.
- Any weaknesses in teaching have either been eradicated or high quality support was offered. All teachers and teaching assistants have challenging targets that are linked to the new Teachers' Standards, and pupil performance. Rewards are appropriately linked to progression in salary.
- The school provides a very creative and stimulating curriculum that encapsulates pupils' interests

and inquisitiveness. Pupils say, 'Learning is exciting.' Philosophy is taught at the highest level, which effectively probes their thinking and develops their questioning skills. Pupils benefit from having visitors into the school and from going out on visits. They have visited places like Boulogne in France and all of the pupils in Key Stage 2 visited the National Portrait Gallery as part of the Monarchy and Jubilee whole school theme.

- Pupils' spiritual, moral, social and cultural development is extremely well developed and highly promoted through the curriculum. For example, pupils have developed strong links with another school in Uganda which have contributed to them having a better understanding and heightened awareness of other diverse cultures.
- Excellent relationships have been established with parents. A Parent Council is in operation which is chaired by parents and is another way for their views to be heard.
- The local authority provides light touch support for this outstanding school.
- **The governance of the school:**
 - The governing body has an excellent understanding about the quality of teaching as governors have established a strong link with all subject leaders and have a regular dialogue with them. They thoroughly understand the school's information on pupils' progress and how this compares with pupils nationally. As a result, they are able to ask challenging questions and hold leaders to account. Governors who are involved in the performance management of the headteacher are trained and set challenging targets for him. They have a good understanding of how to remunerate teachers' achievement and are not afraid of tackling any underperformance. They have a healthy budget in order to do so. They are highly effective in fulfilling their statutory duties and ensure that all safeguarding practices and policies are met so that pupils are kept safe at all times.

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	123013
Local authority	Oxfordshire
Inspection number	403503

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	110
Appropriate authority	The governing body
Chair	Shane Rae
Headteacher	Mark Smith
Date of previous school inspection	18 October 2007
Telephone number	01993 842488
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