

Bampton Church of England Primary School

Bowling Green Close, Bampton, Oxfordshire, OX18 2NJ

Inspection dates 7–8 March 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teachers do not make sure that work is always adjusted so that it is just right for all abilities in each class. Pupils are not all fully involved in answering questions or given enough advice on how to improve their work.
- Achievement is uneven across the school and pupils do not always learn fast enough in writing and mathematics.
- New leaders have not had sufficient time to ensure that teaching is consistently good, that all teachers are following school policies and to make sure that pupils known to be eligible for free school meals are doing well enough in English.
- The governing body has not ensured that the school has maintained the good teaching and progress found at the time of the previous inspection.

The school has the following strengths

- Pupils do well in the Reception class and they learn to read quickly across the school.
- Pupils behave well and feel safe because members of staff provide good support for their personal development.
- Good provision for pupils' spiritual, moral, social and cultural development helps pupils to be considerate and respect others.
- Leaders have a clear understanding about what needs to be done to make the school good in the future.
- Parents are positive about the school. They are pleased that members of staff are approachable and find them to be helpful.
- The school is improving following a decline in achievement and teaching.

Information about this inspection

- The inspector observed 11 lessons, all jointly with the headteacher.
- Meetings were held with senior leaders and teachers, pupils, governors and a representative from the local authority.
- The inspector received 26 responses to the online questionnaire (Parent View) and held informal discussions with a sample of parents.
- The inspector considered the views expressed in 20 staff questionnaires.
- A range of information supplied by the school was checked carefully, including the school's own information about how well pupils are doing, planning and monitoring documents, 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 smaller than the average-sized primary school.
- The proportion of pupils supported at school action is above average at 12%. A further 11% are supported at school action plus or through a statement of special educational needs, and this is also above average.
- A broadly average proportion of pupils are supported by the pupil premium, which is extra government funding for certain groups, including pupils known to be eligible for free school meals and children from service families. There are no children at the school who are looked after by the local authority.
- 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 senior staff and governors since the last inspection. The headteacher joined the school in September 2012 following a time when the school had been led by three different headteachers in one year.
- The private nursery, breakfast and after-school clubs on the school site were not part of this inspection. Their latest reports can be found on the Ofsted website.

What does the school need to do to improve further?

- Increase the proportion of good or better teaching, by:
 - making sure all pupils are fully involved in answering questions
 - always adjusting work so that it is just right for all ability groups in a class, including for disabled pupils and those who have special educational needs
 - ensuring that teachers' marking shows pupils how to improve their work and that pupils are expected to follow this advice straight away.
- Accelerate learning in writing and mathematics, by:
 - ensuring pupils use their knowledge of the sounds letters make when spelling, check their work for careless mistakes and are given more opportunities to write
 - helping pupils to work out mental calculations quickly and at the right level for their ability.
- Ensure leaders improve the consistency of teaching and pupils' progress, by:
 - making sure that all teachers are following school policies including the school marking policy
 - closely focusing on the progress of pupils eligible for free school meals, and if needed changing things the school does to make sure their attainment gap closes in English.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Attainment by the end of Year 6 is broadly average and rising. Attainment declined after the last inspection because progress was too slow. New arrangements for checking up on how well pupils are doing have enabled leaders to halt this downward trend and tackle underachievement and consequently progress is improving.
- Achievement continues to require improvement because progress is not yet even between classes and subjects. While pupils make good progress in reading, they do not all do well enough in writing and mathematics. In writing, pupils do not use their knowledge of letters and sounds well enough to help them spell unfamiliar words or correct avoidable mistakes, and in mathematics they are too slow at carrying out mental calculations.
- The achievement of disabled pupils and those who have special educational needs requires improvement. Pupils' needs were not identified quickly enough in the past, but progress is improving following the positive impact of recent specific, additional help for these pupils. However, progress in class remains uneven because work is not always well suited to their needs.
- The school promotes equal opportunities and is tackling discrimination. The attainment gap has closed in mathematics for pupils known to be eligible for free school meals, but these pupils remain about a year behind other pupils at the school in English, as measured in their average point scores in the most recent national tests. Pupils from service families do well compared with other pupils in both English and mathematics.
- Pupils' literacy and numeracy skills are sufficient to support their learning in other subjects and to prepare them for the next stage of their education, although opportunities are missed for pupils to practise their writing in some lessons.
- Most children are working within the level expected for their age when they start school in the Reception class. They make good progress, especially in literacy and learning about mathematical shapes. For example, in one lesson, children demonstrated that they knew the names of three-dimensional shapes and that a cube has 'eight corners'. Occasionally, children are not challenged enough when working on tasks they have chosen for themselves.

The quality of teaching

requires improvement

- Teaching is not consistently good because in too many lessons work is not adjusted so that it is just right for all pupils, including disabled pupils and those who have special educational needs. When teachers are asking the whole class questions they do not always involve enough pupils, slowing learning.
- The school's new marking policy is not being followed consistently by all teachers and consequently the advice given to pupils on how they can do better next time is not always enough. It is not always followed up by pupils when it is clear what they need to do in future work.
- Some opportunities are missed for pupils to extend their writing by using it to support their learning. In some lessons, there is too much emphasis on oral work and too few chances to make notes or record ideas.
- Good relationships and the management of pupils are strengths in teaching and teachers are enthusiastic and keen to improve. They get tasks across clearly and demonstrate good subject knowledge through the correct use of subject vocabulary. As one pupil commented, 'teachers explain things'.
- Good use is made of resources to make learning interesting. For example, in Year 4 a video clip of a storyteller helped prepare pupils when they read their stories to pupils in Year 1.
- Teaching assistants are contributing well by supporting small groups, including disabled pupils

and those with special educational needs.

- Good teaching in the Reception class has enabled children to make good progress. There is a good balance of direct teaching and activities that children have chosen to work on independently.

The behaviour and safety of pupils are good

- Pupils enjoy school and have good attitudes towards learning. For example, in a music lesson in Year 3, pupils were enthusiastic about repeating rhythm patterns and were careful not to be caught out by the teacher by singing 'don't play that one back'. Enjoyment is evident in the above average and improving attendance.
- Pupils behave sensibly and are genuinely supportive of each other. For example, in Year 2 pupils worked together well identifying key facts about the Great Fire of London and in Year 6, pupils supported each other with their work on putting information onto graphs.
- Members of staff and parents responding to the questionnaires are unanimously positive about the way pupils behave. Pupils themselves typically rate behaviour 'eight out of ten' and make comments such as, 'we do behave well most of the time, but a few pupils are looking for attention' and 'behaviour is good, but some don't listen'. During the inspection there were a few occasions when not all pupils were listening when not involved directly in answering questions.
- Members of staff manage behaviour well because they foster good relationships with the pupils and help them to get on well with each other. Pupils are proud of their school and demonstrate good manners. They are pleased that the school council has raised money for the play pod, so that there is more to do at playtimes.
- A few parents expressed concerns about bullying, but parents and pupils spoken to during the inspection say that instances of bullying are dealt with swiftly and to their satisfaction. As one pupil said, 'there's not much'. Pupils say that they feel safe at school and they know how to stay safe. For example, pupils say that they know to 'talk to teachers if we have any concerns' and that you need to 'watch where you are going on the playground'.
- Pupils learn good values during lessons and times of collective worship. For example, younger pupils know that when others say sorry 'we forgive them'.

The leadership and management require improvement

- School information shows that teaching and pupils' progress are improving, but leaders have not successfully ensured that teachers are all following the whole-school marking policy and that all groups of pupils do equally well.
- Formal checks on teachers' performance are used to identify how they need to improve teaching, and relevant training is provided. The school is working closely with other local schools to increase expertise. Members of staff comment that their professional development has a 'higher profile now' and that some of their pupils in the past were 'slipping through the net'.
- The headteacher's clear vision for the school is shared with the other leaders and the governors. Leaders have an accurate understanding through self-evaluation of what works well and what needs to be improved and consequently everyone is pulling in the same direction and is focused on making the necessary improvements to make the school good.
- Until recently, the school did not always closely check what effect the things it does to improve pupils' progress were having, for example the progress made by pupils known to be eligible for free school meals. Improvements have been made; recent developments are starting to have a positive impact but it is too soon to have secured consistently good progress.
- Most parents are pleased with the school and the way the school has been managed during a time when staffing was unsettled. They especially like 'the community feel' and that the 'teachers are enthusiastic'. Parents of children from service families are pleased with the support provided from the school, especially when fathers are serving overseas.

- Safeguarding arrangements meet requirements. Members of staff are checked for suitability for working with children and have training on how to keep the pupils safe.
- The curriculum provides appropriate support for the development of literacy and numeracy and reading is promoted well. Leaders are looking at ways that greater links can be made between subjects.
- Spiritual, moral, social and cultural development is provided for well. The school shares a set of agreed values with pupils. For example, in collective worship pupils in Years 1 and 2 increased their understanding of the importance of forgiveness when the 'naughty baby' in the story said he was sorry.
- The school receives 'medium touch' support from the local authority because it is not as good as it was at the time of the last inspection. The school is moving forward with the extra support provided.
- **The governance of the school:**
 - The governing body has had insufficient impact on ensuring that the good teaching and progress found at the school at the time of the previous inspection have been maintained. Governors, including those new to the governing body, are receiving suitable training to equip them for their responsibilities. They are gaining in strength and are becoming more involved in questioning the school about actions taken. They are aware of how well the school is doing compared with all schools and check spending is used to improve teaching and learning. They know that the pupil premium funding is being spent on special help for these pupils from teaching assistants, and their training in this role. They are aware that the attainment gap is not closing in English. They are clear about how the performance of teaching is being managed and that teaching is not consistently good. A suitable system for rewarding good teaching and providing support where needed is in place.

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	123114
Local authority	Oxfordshire
Inspection number	412086

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	131
Appropriate authority	The governing body
Chair	Fiona Farmer
Headteacher	Carol Phillips
Date of previous school inspection	9–10 March 2010
Telephone number	01993 850371
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