

# Fritwell Church of England Primary School

East Street, Fritwell, Bicester, OX27 7PX

## Inspection dates

20–21 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	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 make good progress over their time in the school. Nearly all pupils reach the levels of attainment expected for their age and many achieve higher levels by the end of Year 6.
- Most teaching is good and a small amount is outstanding. Teaching is accurate and develops skills well. Pupils are given clear information on the purpose of activities. They are given good opportunities to work together and share ideas.
- Additional support is provided quickly for pupils in danger of underachievement. As a result, these pupils make up lost ground swiftly.
- Pupils develop into confident and articulate young people who show good respect for others. Their conduct is good. They feel very safe and well looked after.
- All the adults in school have worked with a common focus since the last inspection. They have supported the headteacher in successfully improving teaching and pupils' achievement. The headteacher has ensured that the school has become outward looking and keen to learn from good practice elsewhere.
- The governing body is a driving force for improvement. It expects only the best for the pupils, providing leaders with a high level of challenge as well as good support.

### It is not yet an outstanding school because

- Not enough teaching is outstanding and there is still some that requires improvement. In some lessons, the adult input and activities are not set at the right level for different ability groups and time is not used effectively.
- Marking of pupils' work is inconsistent. Not all pupils are told clearly what they have done well and how to improve their performance.
- Teachers are not always given precise enough guidance about how to make sure that their teaching improves the pace of pupils' learning. Sometimes, leaders' evaluations of lessons are too general and not focused sharply enough on the most important factors affecting learning.

## Information about this inspection

- Inspectors observed 12 lessons taught by six different teachers. Three lessons were observed jointly with the headteacher. In addition, other short visits were made to lessons to assess teaching, learning and behaviour.
- Following discussion of the lessons observed jointly, an inspector watched the headteacher providing feedback to the teachers seen.
- Pupils' books were checked to see their progress over the course of this school year and an inspector listened to a group of pupils read.
- A meeting was held with a group of pupils and inspectors spoke with many other pupils informally.
- Meetings were held with a group of six governors, with staff who hold key leadership responsibilities, and with a representative of the local authority.
- An inspector spoke with parents who were in school to attend parent-teacher meetings.
- Other aspects of the school's work were observed, including worship and lunchtime in the dining hall.
- School documentation was examined, including improvement plans, and records on pupils' progress.
- Account was taken of the 50 responses to the on-line Parent View survey and responses to the staff questionnaire.

## Inspection team

Alison Grainger, Lead inspector

Additional Inspector

Shahnaz Maqsood

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average, as is the proportion of pupils supported at school action plus or with a statement of special educational needs.
- The proportion of pupils known to be eligible for the pupil premium (additional funding for pupils known to be eligible for free school meals and looked after children) is below average.
- Most pupils are from White British backgrounds and almost all speak English as their first language.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Make sure that teaching is outstanding by:
  - setting activities and adult input at the right level for pupils throughout lessons
  - making sure that all activities proceed at a good pace so that the momentum of learning is maintained.
- Give all pupils clear and precise feedback when marking their books on what they are doing well and what they need to do next to improve their work, especially in Years 3 to 5.
- Make sure that leaders incisively evaluate the impact of teaching on learning in lessons, tell teachers unequivocally which aspects of their teaching require improvement, and see that the necessary action is taken quickly.

## Inspection judgements

### The achievement of pupils

**is good**

- From starting points that are generally at the level expected, pupils achieve well in reading, writing and mathematics. In last year's Year 6, for example, standards were well-above average. Around three quarters of pupils attained the level above that expected for their age in reading, and more than half of the pupils did so in mathematics. A few achieved the standard two levels above that expected for their age in mathematics. The proportion of pupils working at the higher level in writing was also above average.
- Compared with all primary schools nationally, the proportion of pupils in last year's Year 6 that had made the expected amount of progress was high. The percentage that had made more than expected progress was also above average. This strong picture is being maintained now and is a significant improvement since the last inspection.
- Pupils of all abilities are motivated by opportunities to use and develop reading, writing and mathematical skills across different subjects. When studying a topic on India, for example, they enjoyed discovering stories from this part of the world. They also developed skills in gaining information from non-fiction books during topic work.
- Pupils in need of extra support do well, especially as a result of the additional attention to their needs provided by teaching assistants in lessons. Disabled pupils and those who have special educational needs, and those who are supported through the pupil premium, benefit from effectively targeted one-to-one help and extra teaching in small groups.
- At the end of Year 6 last year, there was a gap in the average point scores of pupils eligible for free school meals and the others. This gap showed that, as a group, the pupils eligible for free school meals were the equivalent of two terms behind others in English and even further behind in mathematics. There were no looked after children in this year group. Pupils currently in the school, who are known to be eligible for free school meals or who are looked after, are making rapid progress. The gap between their attainment and that of others is closing quickly across the school.
- Pupils now in Year 2, who were below the expected level in phonics (linking letters and sounds to read) at the end of Year 1, have caught up well. This group has benefited from reading to adults regularly, as well as experiencing focused phonics teaching. They are proud of their achievements and enjoy reading. Pupils now in Year 1 have also made better progress in phonics this year as a result of improvements in the teaching of this aspect of reading.
- As a result of remaining inconsistencies in the quality of teaching, there are still some lessons when pupils' progress slows and is not good. Sometimes this results in the more-able pupils not being challenged fully. At other times, pupils are not engaged well enough by the teaching and activities and do not learn at a good pace.

### The quality of teaching

**is good**

- Teaching is consistently based on secure subject knowledge. Teachers give good attention to building pupils' knowledge, understanding and skills as pupils progress through the school. When there was a dip in children's skills in mathematics in the Reception class last year, leaders took quick action to improve the teaching of early mathematics. More attention was given to this area in the activities that children select for themselves, the adult-led activities and in the classroom displays.
- Teachers and teaching assistants are ambitious for all pupils to do well and this underpins the effective interventions, including one-to-one support. In the most effective support, there are high expectations of pupils' capacity to work on their own.
- In a mathematics lesson in Year 2, for instance, activities were set at the right level for all ability groups. The teaching assistant 'withdrew' from the least able group and provided only the support that was necessary. As a result, those with special educational needs sustained

involvement and made rapid progress while working on their own.

- Opportunities for pupils to collaborate in lessons have developed well since the last inspection, making a good contribution to their personal development as well as their learning. For example, Year 6 pupils were able to work together in handling data and plotting coordinates.
- The school supplements daily lessons as appropriate to support pupils in making good progress. The most able mathematicians in Year 6, for example, are working with pupils from other local schools in a group taught by a secondary school mathematics teacher.
- While there have been significant improvements in the quality of teaching, there are still some lessons, and parts of lessons, that are not sufficiently effective. When, for example, an introductory activity in a lesson is pitched at the same level for all ability groups and takes up too much time, the pace of learning is slow.
- Marking has improved since the last inspection but it is still inconsistent in quality, resulting in missed opportunities to improve pupils' progress. The most effective marking is provided for pupils in Year 1. Written comments on pupils' work, combined with oral feedback, make sure that pupils in this year group know what they have done well and how to do better. This high quality of marking is not securely in place in Years 3 to 5.

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

- Pupils feel very safe at school and parents are particularly pleased with this aspect of the school's work. Pupils acknowledge that there are occasions when some of them fall out, but say that bullying is very rare and is dealt with effectively by the school.
- Pupils enjoy school and feel listened to. They appreciate that they are asked for their opinions and that these are acted upon. They speak with enthusiasm about the topics studied and having their say in these. They also value the good range of extra-curricular activities and visits, and being able to undertake charitable work. Pupils respond well to taking responsibility, such as through the school council or as an 'eco-warrior'.
- Pupils work and play well together from Reception upwards. Reception children share toys and resources well. They worked very effectively together, for example to retell a story in pairs, taking it in turns to be the storyteller. Pupils in Year 5, for instance, showed considerable respect for others as they worked in groups editing play scripts written by other groups in the class. Pupils respond positively to challenge and say that they like hard work. Some would like to have more homework to help them to do even better.
- Pupils conduct themselves consistently well around the school. They are courteous and polite. Behaviour is nearly always positive in lessons. However, when activities are not well matched to their abilities and earlier learning, younger pupils in particular find it hard to maintain a good level of involvement.
- Attendance has improved since the last inspection. Almost all pupils have good attendance and are punctual in the mornings.

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

- Since the last inspection, the accountability of teachers for the quality of pupils' learning has improved. The headteacher has maintained a sharp focus on developing the school's effectiveness. There has been much investment in staff training to improve teaching.
- The roles and responsibilities of key staff have developed well. The English and mathematics subject leaders are now appropriately involved in driving improvements and checking on the quality of teaching and pupils' learning. The leadership of provision for pupils with special educational needs is effective. All in all, there is now much less reliance on just one or two individuals to move the school on.
- The school works well with other local schools to develop teaching. It readily embraces projects,

for example to improve aspects of the teaching of writing and mathematics. The local authority has provided effective support. It has, for example, assisted in improving the teaching of mathematics in specific year groups and has supported the development of subject leadership.

- Leaders make appropriate use of a range of evidence to check the effectiveness of teaching. Good use is made of information on pupils' progress. As a result, reasons for potential underachievement are investigated and additional resources are used to meet the needs of groups and individuals. The pupil premium is used well in this respect as well as to meet other learning and social needs. Appropriate checks are made on pupils' books to see whether the pupils are progressing well enough.
- There is a clear link between progression up the pay scale and the quality of teaching. Even so, information from observations of lessons is not used well enough to make sure that all teaching is good. As a result of lessons not being analysed in sufficient depth, some aspects that individual teachers still need to improve are not identified and dealt with quickly enough. This is the main reason why not enough teaching is outstanding.
- The range of subjects and topics is well planned. It gives strong attention to the development of pupils' skills in reading, writing and mathematics, not only through English and mathematics lessons but also through stimulating topics that span a number of other subjects. The topics contribute much to pupils' spiritual, moral, social and cultural development, increasing pupils' understanding of the diversity of faiths and cultures in the wider world.
- Equality of opportunity is promoted and discrimination is tackled well. This is achieved through the content of the topics, which makes pupils outward looking, and the effective use of resources to tackle any underachievement.

■ **The governance of the school:**

- Governors are skilled, well trained and have made a tremendous contribution to moving the school forward since its last inspection. They are sharply focused on improving it further. Through the challenge provided by governors, the school has reviewed and raised the targets it sets for pupils. Governors have also required leaders to explain how well teaching meets the needs of different ability groups of pupils and to demonstrate that improvements are being made. Governors have a very good understanding of the school's strengths and weaknesses, including those found in the quality of teaching. Their understanding of progress information is incisive. Governors make sure that the management of teachers' performance is used robustly to improve teaching and pupils' outcomes. They know what the school is doing to reward good teaching and to tackle any underperformance. They also make sure that the resources available to the school, including the pupil premium funding, are used effectively.

## 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>	123099
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	402132

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>	175
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Duncan Sansome
<b>Headteacher</b>	Joanne Daly
<b>Date of previous school inspection</b>	29–30 June 2010
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