

Culworth Church of England School

Culworth, The Green, Banbury, OX17 2BB

Inspection dates 23–24 April 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	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.

- Staff are working effectively as a team to create a happy school where pupils achieve well.
- Pupils' attainment is above the national average. Good teaching ensures that the pupils are currently making good progress.
- The school understands how well it is doing and is ambitious to improve further.
- Pupils' behaviour is always good and often outstanding. Pupils feel safe and happy at school.
- Assemblies and lessons are interesting and contribute well to pupils' spiritual, moral, social and cultural development.
- The governing body works well with the headteacher. Together they have developed partnerships with other schools and planned effectively for the future.
- Parents and carers like and appreciate the school.

It is not yet an outstanding school because

- Pupils' skills in mathematics are not as strong as they are in literacy.
- Pupils' attendance is only average, mainly because of holidays taken in term time.
- Some teachers' questioning and planning of work for pupils at different ability levels needs to improve further.

Information about this inspection

- The inspector visited 10 lessons. All of these were observed jointly with the headteacher.
- The inspector heard pupils read and looked at samples of pupils' work.
- He examined the 36 responses to the online Parent View questionnaire, and read one letter sent in by parents or carers.
- A discussion was held with a member of the local authority's advisory staff.
- Discussions took place with pupils.
- The inspector held several meetings with the headteacher. He examined information on pupils' achievement, plans for improvement and other school documentation, including safeguarding information.
- A meeting took place with the Chair and Vice-Chair of the Governing Body.

Inspection team

David Bray, Lead inspector

Additional Inspector

Full report

Information about this school

- The school has five classes and is smaller than the average sized primary school. It occupies a listed building and dates back to 1789.
- Almost all pupils are White British.
- There are no disabled pupils attending the school. The proportion having special educational needs, supported at school action, is well below average. There are currently no pupils supported by school action plus or through a statement of special educational needs.
- The proportion of pupils eligible to be supported by the pupil premium, which is extra government funding for certain pupils including those who are known to be eligible for free school meals, is well below the national average.
- The school meets government floor targets, which set the minimum expectations for pupils' attainment and progress.
- The school is a voluntarily aided Church of England School and is part of the Peterborough Diocese.
- The school is federated with Boddington Church of England Primary School.
- The school is currently reaching the final stages of a consultation to become an academy. This application is part of a multi-academy trust application which consists of four local schools.

What does the school need to do to improve further?

- Continue to develop the teaching of mathematics so that progress is outstanding by:
 - ensuring that the calculation policy currently being implemented is being used effectively across the school
 - supporting staff to develop their skills and confidence further in the teaching of mathematics.
- Develop teaching further so that more is consistently outstanding by:
 - ensuring that all planning focuses on the progress that all pupils need to make, taking into account their different levels
 - improving teachers' questioning further in order to check what pupils know and then adjusting activities to make learning even better
 - ensure the targets set for pupils are high enough to lead to outstanding progress.
- Improve attendance so that it is above average by:
 - promoting to parents the value of good attendance and the positive effect it has on their children's learning
 - reviewing and developing the systems for rewarding good attendance and challenging absence.

Inspection judgements

The achievement of pupils is good

- Children start school in Reception with skills and abilities that are expected for their age. They make good progress in the Early Years Foundation Stage and reach above average attainment by the end of the Reception class.
- Pupils continue this good progress in Key Stage 1 and their attainment remains above average by the end of Year 2. They make good progress in their literacy skills. Standards in reading are particularly high. The proportion of Year 1 pupils who reached the expected standard in the 2012 national phonics check, which tests their ability to link sounds and letters together, was much higher than the national average.
- Attainment in Key Stage 2 has been above average for the last two years. The proportion of Year 6 pupils reaching the higher levels in English and mathematics was above the national average in 2011, in 2012 English was in line with the national average and mathematics was below.
- The progress of pupils currently in the school is good in reading and writing. Writing is a strength and, amongst other methods, is developed very effectively through the use of drama. Pupils also have the opportunity to develop their writing through the use of topics and they use their writing skills well to produce work of good quality.
- The school has made improving mathematics a priority and as a result pupils' current progress is good overall, but not yet as consistently good as in English. This is because the calculation policy has only recently been revised and teachers need more time to develop their confidence in teaching calculation skills, so that there is smooth progression across year groups. Pupils also need more opportunities to exercise their skills in problem solving and this is being provided through the effective topic work.
- Pupils have good speaking and listening skills. Drama activities are often used effectively to enable them to speak in class with confidence. This also helps them to develop their ideas for writing well.
- Pupils who have special educational needs are making good progress, helped by the good teaching and specific additional support which addresses their needs.
- Pupils eligible for the pupil premium are currently making good progress. The school has used the pupil premium funding to provide extra staffing and support for these pupils. There were not enough pupils known to be eligible for free school meals in 2012 to comment on their attainment.

The quality of teaching is good

- Teaching is good and occasionally outstanding. In the very best lessons questioning is used very effectively to test what pupils understand and establish what they are not sure about. Their responses are then used to adjust the next planned activity. For example, a teacher wanted to ensure that pupils were secure in work on right angles. She used a compass and a clock to help them understand the idea of turning in a particular direction. Very good further questioning and more examples ensured that the pupils' understanding was secure.

- In outstanding lessons the resources and activities that are planned for groups of pupils are very effective at ensuring they make progress and meet their targets.
- Teachers prepare lessons that are enjoyable and interesting. Lessons often include drama activities which support literacy effectively. For example, teachers often use drama techniques such as 'freeze frame' to encourage pupils to develop their feeling towards characters and this helps them to write more fluently and with greater depth.
- Teaching assistants work well with groups and individuals who need more help with their learning. In the best examples they work with groups of pupils to ensure that they make sufficient progress and meet their targets for that lesson by working through specific examples with them and helping to correct mistakes and encourage their confidence.
- Good use is made of electronic whiteboards which enable teachers to prepare interesting materials in advance. For example in a year 5/6 lesson the teacher was able quickly to show pupils examples of level 4 and level 5 questions to enable them to make direct comparisons between the different types of questions and answers required.
- The school has reviewed and revised its policy on teaching calculation in mathematics lessons. This is starting to result in a more structured approach to mathematics across the school, but more work is needed to make this completely secure and to ensure that staff develop their teaching of mathematics further so that progress matches English.
- Teaching includes the opportunity for pupils to use their literacy and numeracy skills effectively in other subjects and as part of interesting projects.
- Marking is regular with a balance of praise for what pupils have done well and guidance on what they need to do to improve. Pupils in most classes respond to this by correcting or re-doing work.
- The teaching of reading is good and, consequently, pupils have good strategies to tackle unfamiliar words. More experienced readers select a good range of texts to help their reading and adults support them well in doing this.
- Some teaching can be improved further by using the good practice in school to enhance the use of questioning and to ensure that activities enable all pupils to make accelerated and sustained progress. In order to do this some targets for pupils need to be even higher to ensure that their progress is outstanding.

The behaviour and safety of pupils are good

- Pupils enjoy school. They say, for example, 'It's interesting and I like learning things'. They get along extremely well together.
- Despite this, attendance is only average. This is mainly because of holidays taken during school term time.
- Behaviour is often outstanding and always good in lessons, around the school and when playing. Pupils have very good attitudes to learning.
- Pupils say they feel very safe in school. They understand the different forms that bullying can

take and are certain that if it happens it is very rare.

- Pupils know how to keep themselves safe out of school. They are aware of road safety and the need to be careful when using the internet.
- Pupils enjoy extra school activities, which contribute well to their relationships with others and to their spiritual, moral, social and cultural development.

The leadership and management are good

- Staff work well together as a team and they are happy to work at the school. They are led effectively by the headteacher who understands the school well and has a clear view of the school's strengths and areas for further development.
 - The local authority carries out an annual review of standards and, judging that the school requires minimal support, has taken a light touch approach.
 - Current targets for progress are being met and ensure that good progress is made. Some targets need to be higher in order to ensure that progress is outstanding.
 - Teaching is regularly reviewed and includes lesson observations and checking pupils' work. This has contributed to the high proportion of good teaching. The school improvement plan has been effective in identifying the right priorities for development and now needs to include more specific milestones for success.
 - The vast majority of parents and carers are very positive about the school.
 - Safeguarding arrangements meet requirements. Child protection arrangements are secure.
 - The school has a very small number of pupils entitled to the pupil premium. This funding is spent on extra staffing and current pupils are making good progress.
 - The school offers a good balance of subjects and there are good opportunities for pupils to experience art and music activities. There is a good range of trips and visits.
 - The school has introduced a 'creative curriculum' to ensure that literacy and numeracy skills are used well across different subjects. For example, during the inspection every classroom was turned into a 'forest' through high quality and imaginative display, in order to reflect the current curriculum topic. The way this aspect of learning is organised is very effective and provides pupils with interesting and stimulating activities.
 - Although attendance is a priority for development, more work is required to improve it further.
- **The governance of the school:**
- The governing body is effective. Governors have supported the school well in developing a partnership and then federation with another local school. They have ensured that this has been carried out in a way that has left both schools feeling positive. They have also helped the school to plan effectively for its future direction within a multi-academy trust. Governors visit the school regularly and follow up the school's priorities for improvement. They have a good understanding of the quality of teaching and how well the school is performing. They know how good teaching is rewarded through progression along salary scales. They understand how

the pupil premium money is spent. Governors receive regular training and the induction programme for new governors helps them to understand their role.

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	122019
Local authority	Northamptonshire
Inspection number	412172

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	114
Appropriate authority	The governing body
Chair	Gill Nunn
Headteacher	Suzanne Lawrence
Date of previous school inspection	2 February 2009
Telephone number	01295 760610
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