

St Andrew's Church of England Primary School

Station Road, Chinnor, Oxfordshire, OX39 4PU

Inspection dates 1–2 May 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	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

- The headteacher's inspirational leadership is supported effectively by the highly committed team of senior leaders, staff and governors.
- Pupils progress rapidly through the school and their attainment in English and mathematics is well above average
- Outstanding teaching, supported by very skilled teaching assistants, provides imaginative, stimulating activities that capture pupils' interest and inspire them to want to learn more.
- Teachers' subject knowledge is outstanding and their assessment of pupils' individual needs is excellent. This allows lessons to move along at a fast pace. Teachers know how to make learning fun, relevant and exciting. This captures pupils' imagination and fosters a love of learning.
- Pupils enjoy all aspects of school. Their outstanding behaviour supports learning very well and ensures the school is a calm, harmonious environment.
- Pupils feel very safe and are unfailingly considerate of their own and one another's safety and well-being.
- Parents hold the school in high regard. 'The school has really brought my child on' was a typical comment.
- A wealth of opportunities provided by the rich curriculum promotes learning and pupils' spiritual, moral, social and cultural development extremely well.
- Relentless determination by school leaders has successfully driven the school forward and secured improvements on all fronts since the previous inspection, most especially on raising achievement and the quality of teaching.
- The well-trained, experienced and highly effective governing body carries out its duties commendably to help ensure that pupils improve on their previous best.

Information about this inspection

- Inspectors observed 24 lessons, five of which were joint observations with the headteacher or an assistant headteacher. They listened to pupils read and discussed their reading habits and preferences with them.
- Inspectors discussed various aspects of the school with pupils and looked at a range of their work. They took account of the school's data on pupils' attainment and progress.
- Meetings were held with school leaders, members of the governing body and a representative from the local authority.
- During the inspection, inspectors took account of the 66 responses to the on-line Parent View survey and a recent parental survey conducted by the school to which there were 150 responses. They had informal discussions with parents and took account of the 16 questionnaires returned by staff.
- Inspectors looked at a number of documents, including plans for improvement, teachers' plans, safeguarding arrangements, records relating to behaviour and attendance, minutes of meetings of the governing body and records of the school leaders' monitoring of lessons.

Inspection team

Rob Crompton	Lead inspector	Additional Inspector
Anna Majcher		Additional Inspector
Shela Rowan		Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school. Most pupils are White British, with around 10% from a range of minority ethnic groups. Very few pupils speak English as an additional language
- The proportion of pupils known to be eligible for free school meals, for whom the school receives additional funding through the pupil premium, is well below average. (The pupil premium provides additional funding for children in the care of the local authority, children of parents serving in the armed forces and for pupils known to be eligible for free school meals.)
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported through school action plus or with a statement of special educational needs is also below average. These needs relate mainly to moderate learning difficulties and emotional or behavioural problems.
- The school hosts an additional resource base for children who find communication and social interaction difficult. This is managed by the local authority's special needs service. There are currently 11 pupils on roll, all of whom come from outside the school's usual catchment area.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Build on children's positive attitudes to learning and good communication skills in Reception by providing further opportunities for them to follow their own ideas and chose the way they do things.

Inspection judgements

The achievement of pupils

is outstanding

- Children start school in the Early Years Foundation Stage with skills typical for their age. They develop a thirst for learning and make rapid progress, particularly in early reading, writing and number skills. They grasp opportunities to learn through practical activities, such as 'hunting for bugs' outdoors. As they enter Year 1, their knowledge, understanding and skills are generally above those expected for their age.
- By the end of Year 2, pupils' attainment is well above average in reading, writing and mathematics. There has been a steep upward trend, with the current pupils in Year 2 on course to be about a year ahead of the expected levels. By the end of Year 6, attainment is significantly above national averages. Again, there is a rising trend. In 2012, the proportion of pupils reaching the higher levels in both English and mathematics was almost twice the national average and the current pupils in Year 6 are on track to at least match this performance.
- Pupils' reading skills build swiftly as they move through the school. Daily phonics (the sounds letters make) teaching means they tackle new words with increased confidence. The results of the phonics check for Year 1 pupils were well above average.
- Pupils in Key Stage 1 read fluently. When reading to inspectors, even the less secure pupils tackled new words confidently by sounding letters out and blending them together. Pupils develop a love of reading and, by Year 6, read widely. They use their skills of scanning text to good effect, for example when searching for key facts in library books.
- Pupils make rapid progress in writing due to skilful teaching. They use the correct grammar and spell accurately, but understand that high quality writing does not end there. Many show great flair in engaging the reader. For example, during a Year 6 poetry lesson linked to their study of rivers, pupils quickly came up with ideas such as 'Trickling down rugged mountains, Freely flowing wherever I choose, Slowly looping back and forth, On my journey to the sea.'
- Learning also moves on apace in mathematics. Pupils rise to the expectations set by teachers. They gain secure skills in basic numeracy, such as the instant recall of multiplication tables, and use them adeptly when tackling mathematical problems. Pupils in Year 3, for example, were quick to see how they could use inverse operations, such as multiplications and division, to check their calculations.
- Pupils known to be eligible for free school meals progress as rapidly as their classmates. In 2012, their attainment in English and mathematics was above that of similar pupils nationally and close to the overall national average. Although their rate of progress through Key Stage 2 had been even more rapid than that of other pupils in the school, especially in mathematics, there was a gap equivalent to about two terms in their attainment. The speedy progress made by the few pupils currently supported through the pupil premium illustrates how quickly the gap is narrowing between their achievement and that of other pupils.
- Disabled pupils and those with special educational needs benefit from very skilled and well-organised provision, closely matched to their individual needs. Consequently, they progress as well as their classmates.
- Pupils in the resource unit benefit from individual programmes designed with their specific needs in mind. The nature of their needs means that progress is hard won but, due to the expertise of staff and the low pupil/adult ratio, pupils make good headway in their ability to communicate and interact with other people.

The quality of teaching

is outstanding

- Children in Reception respond enthusiastically to the vibrant and well-resourced environment, both indoors and outdoors. Staff establish warm relationships and take every opportunity to engage children in conversation and move their learning forward. Occasionally, they provide a little too much guidance and structure. This tends to limit opportunities for children to follow

their own interests and decide on their own ways of doing things

- Teachers' secure subject knowledge, and skills in assessing the stage each pupil has reached, enable them to pitch work at the right level of challenge for different groups. They ensure pupils do not spend time going over old ground before beginning more demanding work. As lessons progress, timely 'pit stops' are used to move learning forward and check for any misunderstanding.
- Teaching assistants provide first-class support. They are extremely well briefed and establish warm and purposeful relationships with pupils. They are equally skilled in helping those needing additional support and the more able pupils.
- The teaching of writing has improved considerably since the previous inspection. Teachers routinely provide opportunities for pupils to discuss their ideas, act out scenarios and learn from one another, and this has a positive effect on the quality of pupils' subsequent written work.
- Teachers are highly imaginative when planning the curriculum. Day-to-day work is often linked to the school's systematic programme for promoting spiritual development and moral values. There were many examples of the success of this approach. Writing about fair trade, one pupil began: 'Do you want to save the world someday? Well, here is your starting point!', while another started a news report with; 'Can you imagine having to risk your life just to get a sip of water?'
- Pupils frequently contribute their ideas about 'what makes good work', drawing up lists of specific success criteria at the beginning of lessons. This means they have a clear idea of how to improve and enables them to comment insightfully on their classmates' work. Pupils benefit from extremely good feedback through teachers' marking which clearly indicates the next steps they should take.

The behaviour and safety of pupils are outstanding

- A prominent feature of the school is pupils' extremely positive attitude to learning. They respond very well to challenges and persevere with sustained concentration for lengthy periods of time. They respect their teachers and try their best.
- Pupils are extremely polite and courteous. This was evident during an assembly led by a member of the local clergy. As the focus was on justice, a tug-of-war had been set up between highly unequal sides. When invited to help out, all the pupils took sides. Impressively, as soon as asked, all 120 went back to their place sensibly.
- Older pupils provide very good role models for younger children. They help out formally as play leaders but are always willing to respond if they see someone is upset. Pupils appreciate what the school is doing to make learning 'fun and exciting'. This explains why attendance is above average.
- Pupils say that they get on well together and feel very safe. They are well informed about all types of bullying. They described, for example, how a session on keeping safe held at the fire station had helped them see the potential dangers of using the internet. School records show that incidents of bullying are exceptionally rare and always managed effectively.
- The overwhelming majority of parents who responded to Parent View and the school's recent questionnaire indicated that their children feel safe and happy at school and are encouraged to do their best.

The leadership and management are outstanding

- The headteacher has a resolute determination to make the school the best it can be and has successfully fostered a fully committed team of leaders and staff. Their shared vision, expressed in the school's motto 'Learning together we achieve great things', is set out in tightly focused development plans.
- Insightful checks on teaching provide staff with clear guidance for improvement. Extremely strong management of teachers' performance and the programme of staff training have resulted in teaching and learning of outstanding quality. The two assistant headteachers provide excellent role models for colleagues through their exemplary teaching.
- Meticulous tracking systems highlight any areas where extra help is needed. This help is swiftly directed so no pupil or group of pupils fall behind. Ensuring all pupils have equality of opportunity for high quality learning, eliminating discrimination and promoting good relations are given the highest priority.
- The exceptionally rich curriculum meets pupils' different needs and has a powerful impact on their personal development. Residential trips for Year 5 and 6 focus on team spirit and cooperation. Close links with a school in The Gambia, termly studies of an Asian or European country, and focusing on similarities rather than differences provide a global dimension to pupils' learning.
- The school works successfully with parents, keeping them well informed through newsletters, the website and text messages. Parents welcome opportunities to visit during the school day to sit alongside their children in lessons.
- The local authority recognises that the school leadership requires only light touch support. A close partnership with local schools includes both teachers and support staff playing significant roles in leading staff training.
- **The governance of the school:**
 - Governors ask probing questions and rigorously challenge the leaders. They are skilled in interpreting assessment data in order to compare the school's performance with that of other schools. They have a very good grasp of the strengths of the school, including the quality of teaching and learning, and what is needed to ensure further improvement. Governors seek assurance that pupil premium funding is used to overcome any barriers to learning and that good teaching is suitably rewarded. Safeguarding procedures meet all current requirements.

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	123126
Local authority	Oxfordshire
Inspection number	402137

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	249
Appropriate authority	The governing body
Chair	Kai Barnett
Headteacher	Wendy Heritage
Date of previous school inspection	6–7 July 2010
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