

Finstock Church of England Primary School

School Road, Finstock, Oxfordshire, OX7 3BN

Inspection dates

18–19 September 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	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.

- Achievement is good. Pupils make good progress from their starting points in all year groups.
- Standards of attainment are above average in reading and mathematics by the time pupils leave the school.
- Teaching is always good and occasionally of high quality. It has improved since the last report because teachers' guidance to pupils helps them to improve and lesson introductions are shorter.
- Pupils enjoy learning, behave well and feel safe in school.
- The leadership has an astute grasp of the school's strengths and weaknesses and has managed effective actions to improve teaching.
- The governors have both challenged and supported the headteacher and leaders and managers in making sure that pupils' attainment and progress have improved.

It is not yet an outstanding school because

- Teaching is not yet outstanding because the tasks teachers plan and set in the classroom do not always precisely enough match the different ages and abilities within each class.
- Pupils' progress and attainment in writing are not as good as in mathematics and reading. Too many do not have sufficient grasp of the skills of spelling and punctuation or what constitutes good writing.

Information about this inspection

- The inspector observed teaching in seven lessons, taught by four teachers. Three of these were jointly observed with the headteacher.
- The inspector held discussions with pupils, teachers, members of the governing body and a representative of the local authority. He listened to a selection of pupils in Year 2 reading in class.
- The inspector looked at school documentation, including that relating to the progress and attainment of pupils currently in the school, safeguarding and attendance, and how teachers' performance is monitored by school leaders. The inspector also examined the work in pupils' books.
- The views of 25 parents were analysed through the Parent View website. The inspector considered the views expressed in 10 questionnaires returned by school staff.

Inspection team

Alwyne Jolly, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school.
- The school has a below average proportion of pupils who are supported by the pupil premium, which provides additional funding for children from families who are known to be eligible for free school meals and looked after children.
- The proportion of disabled pupils or those with special educational needs supported through school action is in line with the national average. The proportion of pupils supported at school action plus or by a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A playgroup shares the site which is privately run and not part of this inspection.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by making sure learning is always precisely matched to the needs of different abilities and ages of pupils within each class.
- Improve achievement in pupils' writing to match that of reading and mathematics by:
 - developing pupils' skills in spelling and punctuation
 - providing more regular opportunities to write at length across different subjects
 - giving pupils a clearer picture of what constitutes good writing.

Inspection judgements

The achievement of pupils

is good

- Cohorts are small, making generalisation difficult, but over time there is a pattern of children joining Reception with skills and abilities which are typical for their age. Their introduction to school is well organised and enhanced by strong links with the playgroup. Children make good progress in Reception so that they reach the expected levels in all areas of learning, although writing is a relative weakness.
- Test results indicate above average attainment in reading and mathematics, but less marked progress in writing, by the time pupils leave the school. All pupils in Year 1 achieved the expected level in the recent phonic check and pupils display a secure understanding of strategies to help them read. Reading is consistently well taught and, as a result, attainment is above average in both Year 2 and Year 6.
- Attainment in mathematics has improved consistently and progress is good throughout the school. This is because teachers encourage pupils in mathematical thinking and to consider a range of strategies to solve problems. This helps them to be adaptable learners so that pupils of all abilities, notably the most able, attain appropriately high standards.
- Standards in writing have been less strong and dipped this year in the Year 6 national tests. This, to a large part, reflected their previous lower attainment, but compared unfavourably with reading and mathematics. There is an effective emphasis on developing pupils' vocabulary and descriptive writing. However, there remain weaknesses in spelling, how to form sentences and how to construct more complex sentences.
- More-able pupils make particularly good progress in the school, notably in mathematics where challenging work extends the attainment of pupils from all year groups. Disabled pupils and those who have special educational needs make consistently good progress because they receive effective targeted support either as individuals or in small groups.
- The few pupils in receipt of the pupil premium make the same progress as their peers, but numbers are too small to make comparisons with others about their attainment in English and mathematics.
- There are also early signs of pupils benefiting from the renewed emphasis on developing healthy lifestyles and better physical well-being through greater participation in physical education and sport as a result of new sports funding.
- Pupils have positive attitudes to learning throughout the school and so achievement is therefore good. The work undertaken in classrooms and in pupils' books gives a consistent picture of individuals making good progress from their starting points. It is also consistent with the favourable measures of progress from data over time. The pupils are therefore well prepared for life and work at secondary school.

The quality of teaching

is good

- The quality of teaching has improved since the last report where it was criticised in Reception and Years 1 and 2. The teaching of these pupils shows a good recognition of the need for a firm foundation to pupils' learning. The teaching of literacy and mathematics is consistently good and determines pupils' good progress in those subjects.
- There is a very positive atmosphere for learning in all classrooms, built on excellent relationships between teachers, pupils and teaching assistants, and promoted by consistently good teaching, which has a positive impact on pupils' learning and good progress.
- Teaching assistants are used effectively throughout the school and their active approaches enhance pupils' learning. Their accurate judgement of the amount of support each pupil needs has a particular impact on the good progress made by disabled pupils and those who have special educational needs.
- Criticisms were made in the last report concerning prolonged introductions to lessons, but now

the starting activities are sharp and engaging. Teachers have a good sense of gauging time so that lessons proceed smoothly and quickly through various stages. Only occasionally do organisational elements, such as giving out books and forming into groups, take too long, inhibiting the progress pupils make.

- The quality of teaching is always good and occasionally outstanding. When it is outstanding it is because the teachers' planning and execution of the lesson show precise judgement about the needs and level of challenge required for the different pupils in the class.
- The assessment of pupils, both in lessons and in books, is effective and thorough. The feedback given also clearly identifies what they have understood and what they need to do to improve. Teachers are skilful in planning lessons which outline clearly to pupils what they need to do to be successful. This is less effective in writing, where pupils do not have a clear grasp of what they need to do to improve to write correctly and at greater length.

The behaviour and safety of pupils are good

- Pupils have positive attitudes to learning throughout the school. They contribute enthusiastically in lessons, notably through perceptive responses to demanding questions in class. They are both good speakers and listeners as they take an active part in the paired discussions which are a regular feature of lessons. However, on occasions, pupils are slow to settle down to work after the task has been explained, so that behaviour and safety are good rather than outstanding.
- Parents and pupils both spoke positively about the behaviour in the school over time and instances of inattention are rare. Pupils are punctual to lessons and clearly enjoy their learning. Attendance is in line with the national average. The school recognises that this needs to improve and has taken stronger action to discourage holidays in school time.
- Pupils make a good contribution to the community by raising money for charity and discussing ways to improve the school in the school council meetings.
- Pupils have a clear understanding of the different forms bullying can take, but feel there is only occasional name calling. Behaviour in the classrooms, playground and around the school is consistently good. Both parents and their children consider the school to be safe.

The leadership and management are good

- The headteacher is astute and self-critical, qualities which have helped to identify the strengths and weaknesses of the school. There has been a clear improvement since the previous inspection report in the quality of checking the school's work by leaders. Leadership is good at all levels.
- This is particularly marked with regard to the effective checking of teaching. The information gained has led to strong actions being taken where necessary to tackle underperformance. The system of setting targets for teachers is now well established and linked to the reviews of their salaries.
- The local authority has generally given light touch support for this good school. However, it was active in supporting the school effectively last year when the impact of staff changes caused a short dip in progress.
- The staff share an ambitious vision for the school and maintain professional standards. They have benefited from whole-school and individual training. They are united in their commitment to promoting pupils' learning and progress in literacy and numeracy.
- The curriculum is interesting, well considered and balanced, including direct subject teaching and learning through themes. The school has planned thoughtfully ways to use the additional funding for physical education. It already makes good use of the local schools' partnership and volunteers provide specialist sports coaching. The partnership provides the mechanism for collaborative work with other schools, which is particularly valuable as a way to support gifted and talented pupils.

- There are effective systems to track pupils' progress, especially through regular meetings leading to additional support targeted where it is needed. A special needs action plan has been formulated to address the particular requirements of pupils with learning difficulties. Careful consideration has been given to offer tailored programmes to support pupils for whom the pupil premium is allocated, which has had a positive impact on their progress.
- Pupils have a clear sense of right and wrong. This is because the school is effective at promoting equal opportunities and refuses to tolerate any form of discrimination. Spiritual development is well promoted, typified by regular visits to the church and the development of the spiritual garden in the school grounds.
- Leadership and management are not outstanding because initiatives to improve pupils' writing have not yet been translated into higher attainment. However, the school has been successful in creating a tightly knit, harmonious community. It has addressed almost all the identified areas for improvement in the last report. Its performance since then confirms it is well placed to improve further.
- **The governance of the school:**
 - The governing body is well informed and has taken positive action to interpret school performance data better. Governors have therefore increasingly challenged the school and held it to account, for example in questioning why there appeared to be a dip in standards in writing. They are well informed about teaching and supported the headteacher in her drive to improve its quality and ensure it was consistently good. All statutory obligations are fulfilled and safeguarding requirements were met at the time of the inspection. Performance management arrangements are overseen effectively for the staff and directly for the headteacher. Governors are well informed about pupil premium allocation and have ensured the money is used to enhance those pupils' progress and attainment. They have managed the financial resources of the school well. They know what the school is doing to reward good teaching and tackle any underperformance.

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	123095
Local authority	Oxfordshire
Inspection number	426495

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	57
Appropriate authority	The governing body
Chair	Rod Ireland
Headteacher	Jean Roden
Date of previous school inspection	23–24 February 2012
Telephone number	01993 868314
Fax number	01993 868314
Email address	office.3040@finstock.oxon.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

