

Great Milton Church of England Primary School

The Green, Great Milton, Oxford, OX44 7NT

Inspection dates 26–27 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.

- Pupils achieve well and make good progress throughout the school. Their attainment is rising and it is above average by the end of Year 6 in English and mathematics.
- Good teaching helps pupils to acquire new skills quickly. Teachers have good expectations of what pupils should learn. They ensure that there is a rapid pace to learning so that time is not wasted in lessons.
- Pupils greatly enjoy school, especially the wide range of clubs, visits and 'special days' that enrich learning outside lessons.
- Pupils feel safe and behave well. They have good manners and take good care of each other.
- The very strong leadership of the headteacher has ensured that attainment and the quality of teaching have improved quickly over the last two years. She is supported well by other senior leaders, the governing body and all staff.
- Leaders have a good understanding of the remaining priorities based on accurate checks on how well the school is doing, including a very thorough analysis of data on pupils' progress.
- Parents and carers are very pleased with the school and support it very well.

It is not yet an outstanding school because:

- Just occasionally in lessons, work is too hard or too easy for some pupils.
- The curriculum (subjects and the topics taught) is well structured but it does not always fully engage pupils. It takes too little account of pupils' views about how they learn best and does not give them enough opportunity to learn through practical work.

Information about this inspection

- The inspectors observed 17 lessons, many of which were joint observations with the headteacher. In addition, the inspectors made a number of short visits to lessons.
- Meetings were held with pupils, members of the governing body, members of staff and a representative from the local authority.
- The inspectors took account of the views of 46 parents and carers who responded to the online questionnaire (Parent View). The inspectors also talked to some parents and carers at the start of the school day.
- The inspectors observed the school’s work, heard pupils read, and looked at a number of documents, including the school’s own information about pupils’ learning and progress, planning and monitoring documents, the school development plan, records relating to behaviour and attendance, and safeguarding information.
- The inspectors analysed 15 questionnaires from staff.

Inspection team

Mike Capper, Lead inspector

Additional Inspector

Louise Eaton

Additional Inspector

Full report

Information about this school

- The school is a smaller than the average-sized primary school. The number of classes rose from six to seven in September 2013.
- The majority of pupils are from White British backgrounds. A small number are from families of Travellers of Irish heritage. Most of these stay on their home site permanently.
- Children in the Early Years Foundation Stage are taught in a Reception class.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is broadly average. The proportion supported at school action plus or with a statement of special educational needs is also broadly average.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding given to the school for specific groups of pupils including those known to be eligible for free school meals and children who are looked after by the local authority) is below average.

What does the school need to do to improve further?

- Improve the amount of outstanding teaching across the school by ensuring that there are no occasions when work is too hard or too easy for any pupil.
- Ensure that the curriculum fully engages pupils by taking greater account of their views on when they learn best and by planning more practical activities into lessons.

Inspection judgements

The achievement of pupils

is good

- Pupils' achievement is good. Their attainment has risen sharply in the last two years and is above average by the end of Year 6 in English and mathematics. All pupils, including the small number from Traveller families, make good progress, improving skills quickly as they get older, whatever their starting point.
- When they start school, most children are working at the expected levels for their age. Children make rapid gains in knowledge, skills and understanding in the Early Years Foundation Stage. Although only in school for a few weeks, children are already beginning to recognise some of the sounds that letters make, with the more-able children reading simple words. They count objects accurately and recognise numbers to 10 or beyond.
- Work in Years 1 and 2 builds well on this good start. The good teaching of phonics means that nearly all pupils reached the expected standard in the Year 1 phonics screening check. In Year 2, pupils write enthusiastically, use their knowledge of the sounds that letters make to read new words and count accurately when, for instance, looking for number patterns.
- In Key Stage 2, pupils' literacy and numeracy continue to improve quickly. By the end of Year 6 pupils read and write confidently and they show good mathematical understanding when solving problems or carrying out calculations. They use these skills effectively to support their learning in other subjects.
- The school ensures that all pupils do equally well, although just occasionally in lessons work is not pitched at quite the right level for all, being too hard or too easy for some. Nonetheless, across the school the more-able pupils make good progress most of the time, with around half of all pupils in Year 6 in 2013 reaching the higher Level 5 in national testing at the end of the year.
- Disabled pupils and those who have special educational needs also make the same good progress as others over time. They are generally given good quality support in and out of lessons.
- There are not enough pupils known to be eligible for pupil premium funding to comment on their attainment without identifying them. Funding provides good quality individual support for the low number of eligible pupils in each year group and helps to improve their attainment quickly.

The quality of teaching

is good

- Teaching is rarely less than good and it is sometimes outstanding. This ensures that all pupils make good progress in lessons. All teachers have very good relationships with their pupils and they manage their behaviour extremely well.
- Children settle quickly in the Early Years Foundation Stage because adults give children sensitive support. Adults make good use of the well-resourced outdoor area and there is a good balance between times when children choose where they are working and times when they are taught in a small group by the teacher. When working independently children are given good opportunities to explore their own ideas.
- In Key Stages 1 and 2, pupils learn quickly most of the time because teachers are very enthusiastic and have good expectations of what they should achieve. They use interactive whiteboards effectively to demonstrate new skills and to ensure that all pupils understand what they are expected to learn. Teachers give pupils good feedback on how to improve their work, either through marking, by setting targets or by talking to them about what they have done.
- Disabled pupils and those who have special educational needs are taught well. Teaching assistants provide good support in lessons and work is usually well matched to these pupils' needs.
- In Year 6, where teaching is often outstanding, pupils are expected to think for themselves and are consistently challenged well. For example, work in a literacy lesson promoted high-quality

discussion among pupils as they debated whether tourism is a good thing, with learning moving on very quickly because the teacher adapted questioning to encourage deep thinking on the subject.

- Teaching is not outstanding elsewhere and occasionally requires improvement because there are just a few occasions in lessons when work is too hard or too easy for a very small number of pupils, slowing the pace at which skills improve. The high levels of engagement seen in Year 6 are not always as strongly evident in all other classes because some work relies too much on workbooks or worksheets which pupils do not enjoy as much as practical activities.

The behaviour and safety of pupils are good

- Pupils' good attitudes contribute strongly to their good learning in lessons. Behaviour in and around school is nearly always good and, in the Reception class, is exemplary. Pupils say, 'We need to behave well so that we do not disturb others.' Pupils help to write class rules and take great delight when receiving an award from the headteacher for good work or behaviour.
- The school fosters good relationships between pupils and tackles discrimination rigorously. Pupils from different backgrounds, including from Traveller families, play together happily and support each other well. Rates of attendance have been improving and are now above average. This reflects pupils' thorough enjoyment of school.
- Pupils are polite and courteous and show great sensitivity to the needs of others. They work hard nearly all of the time and are keen to learn, although just occasionally in Key Stages 1 and 2 they become inattentive when work does not engage them well enough. Pupils have clear ideas about when they learn best, although the school does not take enough account of these views when planning the curriculum.
- Pupils feel very safe. They say there is no bullying and that 'adults sort out problems as soon as we mention them'. Pupils know about the dangers they may face outside school. For instance, they explain clearly why they should not talk to strangers, both in real life or on the internet.
- There is good focus on promoting pupils' health and well-being. Pupils enjoy physical activity in the delightful school grounds and they learn about healthy eating through links with local restaurants. The new Schools Sports Fund (additional government funding to support the development of school sports) is being used well to develop outdoor learning further so that it is more readily planned into the curriculum.
- Parents and carers are very pleased about how well the school manages pupils' behaviour and they agree that it is typically good. They make positive comments such as, 'My children absolutely love school life and all that it has to offer.'

The leadership and management are good

- There has been a strong drive for improvement since the previous inspection and the headteacher has led this extremely well. Developments are based on a very clear understanding of what needs improving because self-evaluation is thorough and accurate.
- Other leaders have supported the headteacher well. Middle leaders, such as teachers in charge of subjects, are keen and enthusiastic and are playing an increasingly full part in checking on the quality of provision. Where leaders are new to their role, they are being given the right sort of support and training to help develop their skills.
- The school has a good track record for improving teaching. Good use has been made of additional training in areas such as how to assess pupils' learning to enhance teachers' skills. The local authority has given good support to the school over the last two years, especially in helping to improve teaching.
- The headteacher makes extremely good use of data to identify pupils who are in danger of falling behind, including those who are eligible for the pupil premium. This information is used well to find where additional support is needed and this is quickly given to help pupils catch up.

- The curriculum has helped pupils to improve basic skills quickly over the last two years. It successfully supports pupils' spiritual, moral, social and cultural development and is enriched well through visits and clubs. Pupils especially enjoy special days such as 'World Language Day'. At these times, there is a buzz of excitement in lessons as pupils find out things for themselves and explore their own ideas when, for example, working on 'the beach'. However, this is less evident in everyday lessons because pupils do not always have enough opportunities to think for themselves or to work practically.
- **The governance of the school:**
 - The governing body has significantly improved its skills over the last two years. Training in areas such as how to analyse data on pupils' performance means that governors now have a good understanding of how well the school is doing in comparison with others. They visit school regularly to talk to staff or to visit lessons, and this helps them to get an even clearer picture of what is going well and what still needs improving. They know how the school improves teaching and they ensure that only good performance is rewarded financially. They check that the pupil premium is being used effectively to close the gap between the attainment of eligible pupils and others. Procedures for safeguarding pupils meet 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	123130
Local authority	Oxfordshire
Inspection number	426501

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	163
Appropriate authority	The governing body
Chair	Lawrence Weeks
Headteacher	Fiona Feeney
Date of previous school inspection	15–16 November 2011
Telephone number	01844 279388
Fax number	01844 279388
Email address	head.3187@great-milton.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

