

# Glory Farm Primary School

Hendon Place, Sunderland Drive, Bicester, OX26 4YJ

**Inspection dates** 15–16 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because:

- The quality of teaching over time has not been consistently good enough to secure good progress across the school.
- Attainment, although improving, remains broadly average over time because of the variable quality of teaching.
- In the past, too few pupils have made good progress across the school because work was not always set at the right level for them to improve more quickly.
- There are too few planned opportunities for pupils to write at length and consolidate their learning in English.
- The newly appointed headteacher, newly formed senior management team, and the federation with The Cooper School have not yet had enough time for the improvements that they have introduced to have full impact on the quality of teaching and pupils' progress.
- Although teachers are enthusiastic, have responded exceptionally well to the systems introduced and are keen to improve, the changes still have to be embedded to ensure that all teaching is of the best and enables pupils to make the progress of which they are capable.

### The school has the following strengths:

- The senior managers are ambitious and determined to raise standards and have ensured that an increased proportion of teaching is now good. They have a clear understanding of the strengths and weaknesses of the school and there has been a noticeable impact in a short space of time.
- Pupils behave well in and out of lessons, are consistently polite and respectful towards each other, cooperate well in lessons and say that they feel safe in school.
- Parents and carers praise the work of the staff and the newly appointed headteacher.
- Governors responsible for the school, which became part of the Bicester Federation of Learning in September 2012, have acted quickly and decisively to raise standards.

## Information about this inspection

- The inspectors observed 27 lessons, five of which were joint observations with the headteacher. Inspectors also listened to pupils read, observed them during break time, dinner time and around the school and accompanied reception children to Stoke Lyne Woods.
- A range of documentation was considered, including the school's improvement plan and self-evaluation, the school's own assessment data, records of governors' minutes and lesson observations, the school's special educational needs provision map and safeguarding documentation. A wide range of pupils' books over a period of time was also examined.
- The inspectors held meetings with the Chair of the Governing Body and three other governors, senior members of staff and two groups of pupils and had a telephone conversation with the school's local authority representative.
- The inspectors took account of 27 responses to the online Parent View survey, 27 staff questionnaires and met with some parents and carers informally at the start of the school day.

## Inspection team

Graeme Burgess, Lead inspector

Additional Inspector

Fiona Robinson

Additional Inspector

Janet Maul

Additional Inspector

## Full report

### Information about this school

- This primary school is larger than the average sized primary school.
- Glory Farm Primary School is part of the Bicester Federation of Learning, which includes The Cooper Secondary School. The federation has existed since September 2012, at which point a new governing body was formed with responsibility for both schools.
- Since the last inspection the governing body has appointed a new headteacher.
- The proportion of disabled pupils and those who have special educational needs supported through school action is in line with the national average. The proportion of pupils supported at school action plus and those supported with a statement of special educational needs is also in line with the national average.
- The proportion of pupils who are eligible for pupil premium funding, which is additional funding for pupils known to be eligible for free school meals, looked after children or children of service families, has increased over the last three years and is now in line with the national average.
- The large majority of pupils are White British.
- 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?

- Ensure that all teaching is at least good and more is outstanding, and raise achievement across the school by:
  - increasing the pace in lessons and consistently setting challenging work for pupils which is not too easy or too hard and which accelerates their learning
  - planning writing opportunities that give pupils more time to write frequently in order to increase and consolidate their knowledge of language structures
  - modelling the federation's outstanding teaching practice for teachers whose skills need further development
  - ensuring that information gained from all pupils' on-going assessments is being used precisely in planning and teaching, specifically in writing.

## Inspection judgements

### The achievement of pupils

### requires improvement

- There had been a steady decline in standards over recent years. As a result, attainment at the end of Year 2 and Year 6 has been broadly in line with national averages.
- This decline has now been halted and attainment at the end of Year 2 and Year 6 in 2013 is above the national average. Progress at the end of Year 6 is also in line with the national averages and is above average in reading and mathematics. This is because the school federated with The Cooper School in September 2012 and the newly formed governing body immediately commissioned an external review of achievement by the local authority, which the leadership team embraced. The impact was that standards of attainment and progress rose last year at the end of Year 2 and Year 6.
- Pupils enter Reception with below average standards and enter Year 1 with standards that are in line with the national average. These pupils make good progress as a result of activities which are well planned and which engage and motivate them. For example, reception pupils have the opportunity to develop their knowledge of the natural world through a visit to Stoke Lyne Woods, and well-planned follow-up activities then support the development of their literacy skills. Phonics is taught well and the above average standards reached in the phonics screening check in Year 1 reflect this.
- However, careful tracking of pupils' work shows that progress is not yet consistent in other year groups and so they are not making this same rate of progress, especially in writing. In the past, work set for them has not always been at the right level of challenge and not enough time was allowed for them to develop their writing skills. This has left a legacy of underachievement as pupils moved up the school.
- Disabled pupils and those who have special educational needs are successfully meeting the targets set for them and make good progress. Staff act quickly when a need is identified to provide the correct level of support.
- The majority of pupils who are eligible for support through the pupil premium funding make progress which is better than expected given their starting points. The school has used its funding to provide these pupils with extra support in lessons by appointing additional members of staff to work with them individually and in groups.
- The majority of parents and carers who responded to the online questionnaire are very positive about the progress that their children are making at the school.

### The quality of teaching

### requires improvement

- Teaching requires improvement because progress over time has not been good.
- Where teaching requires improvement, lessons lack pace and work is not matched closely enough to the needs of the pupils.
- The majority of lessons seen during the inspection were, however, good and reflect the rapid improvements since the schools' federated and since the appointment of the headteacher. Nevertheless, there has not yet been sufficient time for these changes to have full impact on pupils' outcomes.
- The quality of marking in most classes is now consistently good and is linked to pupils' next steps in learning, though it is at an early stage of implementation.
- Teachers' increasingly effective use of the tracking system to pinpoint pupils' next steps in learning is beginning to accelerating pupils' progress, but it is not yet good. This is because in a few lessons the pace is too slow and the needs of the different learners are not yet fully being met, especially in writing.
- Teaching continues to improve because it is closely and accurately assessed by the headteacher. Professional development opportunities are then provided to support members of staff on an individual basis. The partnership between Glory Farm and The Cooper School has successfully established opportunities for teachers to observe and learn from each other though this, too, is

an area that is in its early stages of development.

- Teaching assistants are deployed well within each class and are effective in supporting pupils' learning through their good questioning skills.
- There is a positive climate for learning within the majority of classes as a result of the highly effective way in which staff manage behaviour. As a result, pupils' listen carefully and are keen to engage with their tasks and enjoy their learning. These features contribute well to their personal development.

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

- Pupils' behaviour in lessons, on the playground and around the school is good and this has a positive impact on the progress they make and the standards they achieve. They cooperate well in group activities. This starts in the Reception classes, and continues through into Year 1, where they are encouraged to play purposely together and to become independent in their learning. Very occasionally, where the teaching is less than effective, pupils are not as engaged as they could be and their learning is slower as a result.
- Pupils are polite and respectful to each other and respond well to support and guidance given by all adults. They are inquisitive and quickly ask visitors who they are and why they are in school.
- They believe that incidents of bullying or poor behaviour are very rare in school and that, if they do occur, they tell the headteacher. They say that the headteacher then speaks with these pupils straight away so that anything that is happening stops immediately.
- The school environment is a very safe place to learn and play. All aspects of safeguarding meet requirements and pupils receive a good level of care from adults.
- The vast majority of parents and carers who met with inspectors and who completed the online questionnaire, Parent View, agree that their children are safe and well looked after in school. The views of the school staff are also extremely positive.
- Attendance is above the national average and has been consistently high over the last four years. This is because the school actively promotes high standards of attendance and punctuality. Contact is made with parents and carers directly if a pupil is persistently absent or late. This demonstrates the strong commitment of both the school and the parents and carers to the pupils' education.

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

- The decline in standards since the last inspection has been halted as a result of the direct action taken by the governing body, following the federation of Glory Farm Primary and The Cooper Secondary School, of buying in targeted support from the local authority.
- In addition, the governors have appointed a new headteacher with a proven track record of school improvement to build on the many improvements already made.
- This headteacher, very well supported by his two assistant headteachers and senior staff, has very quickly identified where further improvements in teaching and learning need to be made across the school and put plans rapidly into place which are beginning to have a significant impact on the progress of the pupils. However, there has not yet been enough time for these changes to have full impact and so progress is not yet consistent in each year group.
- The school's evaluation of the quality of teaching is accurate and matched that of the inspectors. New teachers, appointed recently, are raising the number of lessons which are now rated as good.
- The senior leadership team analyses in detail how well the pupils are learning. Records clearly indicate which pupils are falling behind and additional support is organised for them. In addition, the school has correctly identified writing as an area for immediate development and has provisional plans in place to raise standards.
- The curriculum is wide and balanced and enrichment provision, such as the visit to Stoke Lyne

Woods, is good. The school promotes the pupils' personal, including spiritual, moral, social and cultural, development well.

- The school has clear plans of how to improve provision for sport in a sustainable way. For example, some sports lessons are being taught by specialist staff, alongside teachers, thereby raising staff knowledge and understanding of effective sports coaching.
- Professional development for all staff is organised well by the school. In-house training focuses on improving lesson quality and uses the expertise of the newly appointed headteacher very well.
- The performance management arrangements, to ensure that teaching staff are effective, are robust. Performance targets are linked to the school's improvement priorities and the progress of pupils they teach. Decisions about pay are closely linked to how successfully teachers meet their targets.
- Pupil premium funding is used highly effectively to help pupils at risk of underachieving to succeed. In fact, the majority of the pupils identified for this additional support are making progress which is exceeding expectation. This is because the funding has been used to provide additional support for small-group work and individual tuition. In addition, pupils who are on the special educational needs register, are tracked closely and targeted intervention is tailored to match their needs. These actions are helping pupils who were behind in their learning to catch up.
- **The governance of the school:**
  - Governance is good. The partnership that has been established through the federation of the two schools is having a positive and measurable impact on outcomes for pupils in both schools. Governors have a good understanding of the school's strengths and weaknesses; they ask probing questions about pupils' attainment and monitor performance on a regular basis. The headteacher already provides clear, accurate information and governors have a good understanding of how to use data to monitor school performance. They rigorously manage the performance of the headteacher and staff, ensuring that pay awards are linked to pupils' progress. The school budget, including any additional funding, is scrupulously monitored and spent for the benefit of all pupils. Governors attach a high priority to keeping all pupils safe and safeguarding procedures meet statutory requirements well.

## 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>	123012
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	429597

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	411
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Michael Waine
<b>Headteacher</b>	Mr Ian Elkington
<b>Date of previous school inspection</b>	17–18 March 2009
<b>Telephone number</b>	01869 244050
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