

Long Wittenham Church of England Primary School

High Street, Long Wittenham, Abingdon, OX14 4QJ

Inspection dates 6–7 February 2014

Overall effectiveness	Previous inspection:	Good	2
	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.

- The headteacher provides strong leadership and has high ambitions for the school. She is well supported by a team of dedicated and hardworking staff that have successfully created a caring and inclusive school.
- Pupils throughout the school make good progress in all subjects. Standards achieved by the more able pupils are above average.
- Children in the Early Years Foundation Stage get a good start and make good progress.
- Attendance is above average as pupils enjoy coming to school.
- Teaching is good and a small proportion is outstanding.
- Behaviour is good and pupils care for each other. They say they feel very safe in school.
- The school provides an exciting curriculum that supports well pupils' social, moral, spiritual and cultural development.
- Senior and middle leaders have robust monitoring systems that are improving teaching.
- Governors effectively carry out their roles and responsibilities and know the school well.

It is not yet an outstanding school because

- Not enough teaching is outstanding.
- Teachers do not always use teaching assistants fully to support pupils' learning in the classroom.
- Marking in topic books does not always reflect the high quality seen in pupils' mathematics and English books. Also pupils are not given enough time to respond to the comments.
- Teachers do not always show pupils how to improve their handwriting or how to present their work well enough.

Information about this inspection

- The inspector observed nine parts of lessons and a Key Stage 2 school assembly. One lesson was observed jointly with the headteacher.
- The inspector met with six members of the governing body, staff and different groups of pupils, and spoke to parents. A telephone conversation was held with a representative from the local authority.
- The inspector listened to pupils reading in Years 1, 2 and 6.
- The inspector observed the school's work and looked at a number of documents, including the school's evaluation of its own performance, governing body minutes, its improvement plan and its child protection and safeguarding arrangements.
- The inspector took into account 12 staff questionnaires and took into consideration 39 responses from the online questionnaire (Parent View).

Inspection team

Sharona Semlali, Lead inspector

Additional inspector

Full report

Information about this school

- This is a smaller-than-average-sized primary school.
- Since the previous inspection the senior leadership team has been restructured.
- Pupils are taught in mixed-age classes.
- Most pupils are from a White British background.
- The proportion of pupils supported through school action is slightly above average. The proportion supported at school action plus or with a statement of special educational needs is slightly lower than average.
- The proportion of pupils known to be eligible for support through the pupil premium is well below average. (The pupil premium is extra funding for those pupils known to be eligible for free school meals, those from service families and those looked after by the local authority.)
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school runs its own breakfast club.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by ensuring that:
 - teachers maximise the use of teaching assistants to fully support pupils' learning in their class
 - the quality of marking in pupils' topic books reflects the high standards seen in the English and mathematics books and that pupils are given quality time to respond to the comments given
 - teachers give clear guidance that shows pupils how to improve their handwriting and presentation skills.

Inspection judgements

The achievement of pupils is good

- Children join the school mostly with skills that are typically expected for their age. Writing and mathematics are relatively the weaker areas. Good teaching and stimulating learning environments in both the indoor and outdoor areas help children to develop their confidence and make good progress.
- Pupils continue to make good progress between Years 1 and 6. Attainment is above average at the end of Key Stage 1. Results for the phonics (letters that sounds make) screening check in 2013, taken by pupils in Year 1, were well above average.
- Attainment at the end of Key Stage 2 is well above average over time. However, this dipped in 2013 as there were more pupils with additional needs and the cohort was small, which skews the data. Inspection findings show that these pupils made at least good progress from their starting points. Those currently in Year 6 are on track to achieve standards that are above average.
- Disabled pupils and those with special educational needs make good progress from their individual starting points, particularly those with very complex needs. This is because the school has established good partnership working with external agencies to help them to quickly cater for the diverse needs. These pupils are involved successfully in assessing their own learning needs. This demonstrates the school's success in promoting equality of opportunity for all pupils.
- The very few pupils who are entitled to the pupil premium funding in the different year groups make similar progress to the others in the school. There were no pupils who were eligible for the pupil premium funding who took the national tests at the end of Key Stage 2 in 2013.
- The more able pupils achieve well. The proportion reaching the higher Level 3 in reading, writing and mathematics is above average at the end of Key Stage 1, as is the proportion of pupils gaining the higher Level 6 in the new spellings, English grammar and punctuation test at the end of Key Stage 2.
- Pupils achieve particularly well in mathematics because it is effectively taught across subjects. Teachers make it meaningful and link it to real-life events.
- Reading is well promoted throughout the school and in other subjects. The school library is well used by pupils and is efficiently managed by them. They say that they enjoy reading for pleasure.
- Writing is one of the main priorities for the school and it is given a high profile. Pupils write for a real purpose, such as writing articles for a newspaper and for their school magazine. As a result, they are making good progress in their writing.

The quality of teaching is good

- Teaching is particularly good in the Early Years Foundation Stage. The different learning spaces actively develop their mathematical and literacy skills. Children have Forest School lessons at least once a week. This helps to develop their enquiring minds and extends their knowledge and understanding of the world around them.
- Teachers make learning fun by getting them to undertake a variety of different activities to promote discussions and get them to develop their research skills on their own. This was observed in an outstanding mixed Year 3 and 4 science lesson. Pupils excitedly explored and researched about various animals and their different habitats using some of the latest computer technology and colourful resources. This helped them to make rapid gains in their learning.
- Teachers are able to quickly pick up pupils' errors as they are good at monitoring their work throughout the lessons.
- Resources used to teach mathematics are real and relevant. In a mixed Year 1 and 2 mathematics lesson, pupils used different types of modern scales to help them to accurately

read the weights of different objects around them.

- Teachers effectively challenge the more able pupils. This was seen in a mixed Year 5 and 6 class where the more able pupils found it challenging to think about the rules needed when authors are writing down their thoughts.
- Pupils enjoy their physical education lessons as they are taught well. Pupils are kept active throughout the lessons and they particularly enjoy developing their skills in tag rugby.
- Teaching assistants are good at giving pupils with additional needs the extra help needed in reading and mathematics. However, teachers do not always make the best use of the teaching assistants to support pupils' learning during lessons, particularly when they are addressing the whole class.
- Displays and work in pupils' books show that pupils are given good opportunities to write for extended periods of time. However, teachers do not always ensure that pupils' presentation of work and handwriting skills are of a high enough standard.
- Teachers' marking is very detailed and is of a high standard in pupils' mathematics and English books. Pupils clearly understand what the different coloured pens represent. However, marking is not always of this high standard in their topic books and pupils are not always given sufficient time to respond to the advice given.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are polite, friendly and courteous. They have plenty of respect for each other and for all adults. The older pupils look after the younger ones, including helping them to peel the skins from their fruits. The atmosphere in the dining hall is peaceful and calm. Pupils of all age groups socialise well together. Year 6 prefects enjoy having the responsibility of giving stickers to those who show particularly good table manners.
- Pupils enjoy their playtimes as they have plenty of play equipment, and song leaders encourage others to sing songs around the playground. Play buddies help to ensure that pupils are not lonely and offer to sort out any minor disputes. School councillors have helped to create a quiet area in the playground which is used as a place when they want peace and quiet and a time to think. Most parents, staff and pupils feel that behaviour is good.
- Pupils have good attitudes and are eager to learn, enabling lessons to start promptly. The few recorded incidents in the behaviour logs have reduced over time. However, behaviour is not outstanding as when teaching is not as good as usual, pupils can lose their concentration and become disengaged in their learning.
- The school's work to keep pupils safe and secure is good. Parents, pupils and staff agree with this.
- Pupils have good knowledge of the different forms of bullying. Pupils say that it rarely happens and if it does, it is quickly sorted out by any of the adults.
- Pupils say they feel safe. They know how to keep themselves safe, particularly when using the internet.
- Attendance is above average as pupils enjoy coming to school.
- The breakfast club gives pupils a healthy and settled start to their school day.

The leadership and management are good

- All senior and middle leaders effectively monitor the quality of teaching and learning in the different subjects that they are responsible for. They have a good grasp of data and are able to use it to hold teachers to account for pupils' performance in their areas.
- All teachers and teaching assistants have challenging targets that are linked to the standards expected of teachers nationally, pupils' progress and the school development plan. These targets

are reviewed regularly. This has helped to continually improve the quality of teaching.

- Where teaching is weaker, senior leaders have put in place effective support packages that include observing good practice in other schools and working alongside other practitioners.
- The curriculum is exciting and helps to make learning fun for pupils as it incorporates their interests. In the Early Years Foundation Stage, more time was spent on the 'The Lighthouse Keeper's Lunch' topic because the children were very interested in it. Themed days such as looking at the 1960s help pupils to empathise with what life was like then. Pupils run their own building society, which helps them to develop their leadership skills and have a better understanding about money. Whole-school trips to the seaside and to the Paralympics in London extend their learning beyond the local environment.
- The curriculum effectively develops pupils' spiritual, moral, social and cultural development. It enables pupils to learn about cultures that are different to theirs such as experiencing Indian fashion and food. Visits are made to various places of worship, for example, a church, a mosque and a temple. Good links and visits are made with a primary school in Ealing which is totally different. Pupils are given plenty of opportunities to participate in music and sporting events with other schools. This allows them to enjoy a greater choice of activities.
- The sports premium funding is helping the teachers to improve their skills and confidence in delivering lessons in physical education. It is effectively increasing pupils' participation and enjoyment in these lessons.
- The school has established good working relationships with parents to support their children's learning. As a result, an increasing proportion of parents are volunteering to come into the school to help pupils with their reading.
- The headteacher works closely with other schools in the Didcot partnership to provide challenge and support for each other. The literacy leader is a lead teacher and works with other schools to improve pupils' achievement in their schools.
- The local authority provides light-touch support as this is a good school.
- Safeguarding procedures meet statutory requirements.

■ **The governance of the school:**

All members of the governing body have an in-depth knowledge about the strengths and areas for development in the school. The roles of the different committees are clearly defined. All governors have received a wide range of training that is helping them to carry out their roles and responsibilities effectively. All members of the governing body rigorously monitor their areas of responsibility by regularly visiting the school and leading school assemblies, and they are well known by the pupils. Governors undertake lesson observations, look at pupils' work and have discussions with pupils. The curriculum committee scrutinises all of the school's data and is able to use this wealth of information to challenge leaders and hold them to account.

Governors have good knowledge about the impact of both the sports and pupil premium funding on pupils. The finance committee clearly knows how teachers' progression in salary is linked to the performance of their pupils. Representatives from the governing body meet with other representatives of other governing bodies in the Didcot partnership to discuss and challenge each other's work.

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	123153
Local authority	Oxfordshire
Inspection number	431428

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	81
Appropriate authority	The governing body
Chair	Lynn Parker
Headteacher	Carol Dunne
Date of previous school inspection	27 April 2009
Telephone number	01865 407850
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