

# Edward Feild Primary School

Bicester Road, Kidlington, OX5 2LG

**Inspection dates** 4–5 March 2015

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

## Summary of key findings for parents and pupils

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

- A smaller proportion of pupils than nationally makes good or better progress in writing, especially disadvantaged pupils and the most able.
- The quality of teaching varies across classes and subjects. Teachers do not always give support or extra challenge as soon as they note in lessons that activities are too difficult or too easy.
- Teachers sometimes do not have high enough expectations for pupils' learning and behaviour.
- Learning activities which pupils are expected to complete do not always engage and interest them because they are sometimes too easy or too difficult.
- Pupils' behaviour requires improvement because some are slow to settle to learning activities. At these times, pupils do not always complete the tasks they are given in lessons.
- Pupils do not always take care to spell words they should know correctly and to always present their work neatly.
- The amount of work in pupils' books when writing in other subjects is limited.
- Subject and year group leadership is not yet effective in leading improvements in the quality of teaching and pupils' achievement.

### The school has the following strengths

- The recently appointed headteacher and assistant headteachers have quickly gained an accurate view of the school's performance. They have worked closely with governors to implement actions that are beginning to improve the quality of teaching and pupils' achievement.
- All groups of pupils are making good progress in reading this year, including disadvantaged pupils, the most able and disabled pupils and those who have special educational needs.
- Pupils in Years 5 and 6 are making good progress in mathematics this year.
- Children in the Reception classes make good progress because teaching and leadership are good.
- Pupils who speak English as an additional language make good progress in reading, writing and mathematics.
- Pupils feel safe in school and are confident to ask any adult for help if it is required.
- Pupils have good opportunities to take part in a varied range of sports. Sports teams have been successful in numerous sports festivals held against other local schools.

## Information about this inspection

- Inspectors observed teaching in 15 lessons taught by 12 teachers. Eight were carried out jointly with the headteacher. In addition, they made a number of short visits to lessons to observe work in computing, reading, personal, social and health education and physical education.
- The inspectors looked at past and current information about pupils' progress and the work of past and current pupils in books and on display.
- The inspectors also looked at the school's own assessments of its strengths, school improvement planning and documents relating to behaviour and safeguarding.
- The inspectors met formally with small groups of pupils, as well as meeting pupils informally at playtimes and lunchtimes to talk about their learning and to find out what they thought of the school. Inspectors met with staff, a group of governors and a representative of the local authority.
- Inspectors talked to parents informally at the start and end of the school day. They considered the 89 responses to the online questionnaire (Parent View).
- The inspectors took note of 26 questionnaires submitted by staff.

## Inspection team

Georgina Beasley, Lead inspector

Additional Inspector

Shela Rowan

Additional Inspector

Glen Goddard

Additional Inspector

## Full report

### Information about this school

- Edward Feild Primary School is larger than the average-sized school.
- The majority of pupils are from White British backgrounds. The remainder are from a number of different minority ethnic groups.
- An above average proportion of pupils speaks English as an additional language.
- The proportion of disadvantaged pupils supported by the pupil premium is below average. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after.
- The proportion of disabled pupils and those who have special educational needs is above average.
- Reception-aged children are taught together in two classes and attend full time.
- The school meets the government floor standards, which set the minimum expectations for pupils' progress and attainment in reading, writing and mathematics at the end of Year 6.
- The headteacher started at the school in September 2014, one assistant headteacher in April 2014 and the second assistant headteacher in January 2015.
- The privately-managed pre-school and breakfast and after-school clubs that are run on the school site were not inspected at the same time as the school.

### What does the school need to do to improve further?

- Improve the quality of teaching so that it is at least consistently good by ensuring all teachers:
  - use information about children's learning during lessons to give additional support and challenge when they note that progress slows or interest wanes
  - have high expectations of the quality and amount of work pupils do and of their behaviour.
- Raise attainment in writing, especially of the most able and the disadvantaged pupils, by ensuring pupils write at length in lessons and in a range of different subjects, and always spell words they should know correctly.
- Improve pupils' skills in checking and improving their work and ensure that pupils always complete a good amount of work, present their work neatly and use correct spellings in their writing.
- Develop the roles of all key stage and subject leaders so that they support effectively the planned improvements to the quality of teaching.

## Inspection judgements

### The leadership and management

### require improvement

- Leadership and management require improvement. Leaders and governors have not monitored pupils' progress and taken actions quickly enough in the past to stop the decline in standards last year. Prompt action taken since 2014 to improve the quality of teaching and pupils' achievement is showing some success.
- Subject and year group leaders track pupils' progress closely and give support to teachers to improve the quality of teaching. The effectiveness of this support is inconsistent. The quality of teaching is uneven across the school. There is still more work to do to accelerate pupils' progress in writing by improving key spelling skills and in providing opportunities to write at length in a range of different subjects.
- The headteacher provides clear and purposeful leadership. On his appointment, he quickly gained an accurate view of the school's performance. He has worked closely with governors, the two new assistant headteachers and all staff to put systems into place for monitoring individual and groups of pupils' progress. Subsequent training has successfully led to some improvement in the quality of teaching.
- The special educational needs leader has provided relevant training to teaching assistants to develop their knowledge and understanding of how to teach literacy and mathematics skills. As a result, teaching assistants give effective support to disabled pupils and those who have special educational needs when working with them on specific pieces of learning.
- Once alerted to the fall in standards, the local authority has provided good support this year to the school's drive to improve pupils' achievement. Specialist teachers in mathematics have worked alongside teachers to plan and provide more challenging work for pupils. As a result, progress is faster this year.
- Sport funding has led to successful staff training for teaching physical education and to sustaining good teaching and provision for sport. Pupils' social development is promoted well through team sport and pupils' sports skills are good as a result.
- The school promotes equality and diversity well through the curriculum and termly topics that cover a broad and balanced range of subjects. Personal, social and health education and religious education lessons, projects such as Black History Month, and the election of school council members help pupils learn about British values of respect and democracy. These activities prepare pupils well for life in modern Britain.
- Safeguarding arrangements meet requirements. Suitability checks for staff, governors and volunteers are completed, and all safeguarding including child protection training for staff is up-to-date. Comprehensive procedures are in place for ensuring all health and safety requirements are met.
- **The governance of the school:**
  - Since September, the governing body has created a self-assessment committee which has worked in partnership with the headteacher to evaluate the school's performance. The headteacher give governors information about pupils' progress every term. As a result, governors know the school's strengths and areas requiring improvement and now regularly ask questions about how much progress different groups of pupils are making and whether this is enough. They are starting to use the information to make decisions about staff salaries.
  - Governors check to make sure money is spent properly, including the extra funds for pupil premium, sport and for disabled pupils and those who have special educational needs. They know that disadvantaged pupils and disabled pupils and those who have special educational needs are making faster progress than before and that all pupils benefit from improved teaching of physical education and the varied range of sports provision.

### The behaviour and safety of pupils

### require improvement

#### Behaviour

- The behaviour of pupils requires improvement. In lessons, pupils listen attentively when teachers are talking to the whole class. Pupils sometimes take longer than necessary to settle to tasks that they are expected to complete on their own. A few pupils chat to each other about topics other than what they are learning, limiting the amount of work they complete.
- Pupils do not always do their best work. Some work in books is untidy and shows a lack of care. Pupils do not always check that they spell words correctly when writing.
- Pupils know how to behave well and do so when they are being supervised. A few pupils forget and some misbehave when being trusted to walk to lunch or outside to play.

- Staff, parents and pupils say that behaviour has improved a lot this year. They note the change in the school's atmosphere from being 'frantic' to being 'calm and purposeful'. Incidents of unacceptable behaviour have fallen dramatically since September. Pupils follow the rules for putting equipment away at the end of playtimes and line up quickly when asked to return to class.
- There has been a marked improvement in the behaviour of pupils with behavioural difficulties this year. The school has used some of the pupil premium money to employ a pastoral support worker who gives support to pupils who find playing outside in large groups difficult. Eddy's Room provides a safe and calm place for any pupil to go when they need a break from the playground.

### Safety

- The school's work to keep pupils safe and secure is good.
- Pupils feel safe in school. They know how to assess risk in order to keep themselves safe, including when playing outside and when using the internet to find out information to support their learning in projects and topics.
- Pupils have a good understanding of the different types of bullying, including those of a racist or homophobic nature. Pupils say that bullying incidents are rare and are confident that any concerns will be handled positively and quickly by the school. They say that 'Bullying Ambassadors' also do a good job sorting out any incidents that occur.
- Attendance is improving and is broadly average. Pupils arrive at school on time and lessons start promptly at the beginning of the day.

### The quality of teaching

### requires improvement

- Teaching requires improvement because teachers do not consistently set high expectations for pupils' behaviour and for pupils to always do their best work. In some lessons, teachers do not check often enough that pupils are concentrating on their learning and completing enough work. Teachers do not always set high enough expectations for pupils to present their work neatly.
- The teaching of writing requires improvement. Teachers are beginning to teach pupils how to check their work to make sure they correct any mistakes in spelling, punctuation and grammar and make improvements to their writing. This is not yet consistent practice in all classrooms and so pupils continue to spell words they know incorrectly and write pieces that do not expand ideas.
- In many mathematics lessons, pupils are given number problems to solve at three different levels of challenge. Some pupils still choose examples that are too difficult or too easy. Whilst all teachers pick this up, only some give additional challenge or support to sustain interest, concentration and good progress.
- Teaching is improving and an increasing amount of learning is good and resulting in faster progress this year. It is consistently good in the Reception classes and in Years 5 and 6. As a result, pupils in these year groups make good progress.
- Positive relationships with all teachers and teaching assistants ensure pupils are confident to ask for help if they get stuck. Teachers explain clearly the steps pupils must take to complete tasks and the meaning of new vocabulary which helps all pupils, and particularly those who speak English as an additional language, to understand what to do.
- Teaching assistants are effective in supporting disabled pupils and those who have special educational needs when they work individually with them to develop a particular skill or piece of learning. Pupils with behavioural difficulties are given good support to help them stay motivated during whole-class sessions.
- Reading is taught well. Pupils read every day for pleasure and to support their learning in a number of different subjects. They meet with their teacher at least once every week to talk about their reading and to develop and extend their skills. The teaching of phonics (linking letters with the sounds they make) is improving and so pupils in the Reception classes and Year 1 have the skills they need to work out unfamiliar words when reading and spell words they know when writing.

### The achievement of pupils

### requires improvement

- Pupils' achievement requires improvement because, although improving in reading and mathematics this year, progress has not been consistently good in all subjects for all groups of pupils over time. Fewer pupils make good progress in writing compared to other pupils nationally, especially disadvantaged pupils and the most able.
- Attainment in writing is still not high enough for all pupils. Whilst an average proportion of pupils have reached the expected standard in the Year 1 phonic check for the last two years, pupils' phonics skills are

not strong enough in Years 2 to 6 to support secure spelling skills for all pupils.

- The most-able pupils make good progress to reach higher levels of attainment in reading and mathematics. They make no better than expected progress in writing. As a result, fewer pupils than in reading and mathematics reach the higher levels of attainment in writing of which they are capable.
- In 2014, at the end of Year 6, disadvantaged pupils were a term ahead of their classmates in reading, and two terms behind them in writing. There was no gap with their classmates in mathematics. When compared to other pupils nationally they were two terms behind in reading, two and a half terms behind in writing and one and a half terms behind in mathematics. The gap in writing is wider because, whilst a growing number of disadvantaged pupils make good progress in reading and mathematics, few pupils make good progress in writing.
- Disabled pupils and those who have special educational needs make expected progress over time. They make good progress when they work with a teaching assistant outside the classroom on specific pieces of learning. There are fewer distractions than in the classroom and so they are able to concentrate on their learning at these times.
- Pupils across the school are making good progress in reading this year. Attainment of pupils currently in Year 6 is above average. Pupils read every day as part of their learning in other subjects or work with an adult to improve specific skills.
- Pupils who speak English as an additional language make good progress in reading, writing and mathematics across the school.
- Attainment at the end of Year 6 is broadly average in mathematics. Pupils are making good progress this year. Pupils in Year 5 are making good progress this year and the improvement in pupils' attainment in mathematics is being sustained.
- Pupils are rightly proud of their successes in sporting events. Pupils have at least two physical education lessons each week and good opportunities to take part in sporting events during and after school. These include tag rugby, hockey, netball, athletics, swimming, cricket, football, cross country, tennis and multi-skills activities. Their good skills are evident in physical education lessons and in the numerous sporting competitions the school has won over a number of years.
- Pupils enjoy the computer club where they are learning to use computer software to create imaginary worlds and adventure programs. Pupils who attend are able to write instructions to move a character from one place to another and to insert moveable objects, pictures and sounds.

### The early years provision

is good

- Good teaching helps children to make good progress across all areas of learning. By the end of the Reception year, an above average proportion of children reach typical levels for their age in all areas of learning. Progress is particularly good in reading, writing and mathematics this year because of a well-planned curriculum and targeted teaching activities. Children are well prepared for learning in Year 1.
- The positive relationships and established routines help children to settle quickly. All children start learning as soon as they enter the classroom, hanging up coats unaided and writing their name labels so staff can check who has arrived. They go quickly to an adult-led activity to work on a particular skill or to another activity set out in the classrooms.
- Activities are well matched to the children's different abilities. Daily individual support is given to all children, including disabled children and those who have special educational needs, to help them develop any knowledge or skills with which they are struggling. For example, all children practise their handwriting skills and some children read to an adult every day. The most-able children are challenged to try harder work such as using their knowledge of letters and sounds to spell words themselves when writing, and thinking of their own ways to solve number problems in mathematics.
- Children behave well because they become absorbed in activities which motivate them to want to learn. Whether they are learning in the classroom or outside, they behave sensibly and in ways that ensure they are safe. For example, a small group of children who had built a 'circus' from crates and tyres, tested out the trail before walking across the obstacles from one side to the other.
- Leadership and management are good. Since her appointment in September, the leader has made good improvements to how children's progress is tracked. Parents have a good opportunity to let adults in school know what their children can and cannot do, both before and after they start school. As a result, there is a good understanding about each child's learning which adults use well to plan the next day's activities and experiences.

## 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>	123075
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	453258

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	308
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tom Ibbotson
<b>Headteacher</b>	Simon Jackson
<b>Date of previous school inspection</b>	1 December 2008
<b>Telephone number</b>	01865 372268
<b>Fax number</b>	01865 371515
<b>Email address</b>	office@efs.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](http://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](mailto: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](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://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 and 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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2015

