

Kirtlington Church of England Primary School

Heyford Road, Kirtlington, Oxfordshire, OX5 3HL

Inspection dates 14–15 May 2015

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

Summary of key findings for parents and pupils

This is a good school.

- The school benefits from strong leadership by the headteacher. She is well supported by the senior teacher, governors and staff.
- Staff are ambitious and are working successfully to improve the quality of teaching and enable pupils to make more rapid progress.
- The school's strengths are celebrated and any weakness identified quickly and addressed. Staff feel valued and morale is high. As a result, the school is well placed to improve even further.
- Pupils' behave well and have good and sometimes exemplary attitudes to learning. They are polite, courteous, confident learners who cooperate well together. Pupils are proud of their school and of their achievements.
- Pupils feel safe and secure in school. They know how to keep themselves safe when using their computers. Parents and carers agree the school is a safe and happy place for their children.
- Knowledgeable and enthusiastic teaching, well-planned lessons and interesting activities contribute to pupils' enjoyment of learning and good progress.
- Classrooms are lively, busy places in which good learning occurs. Teaching assistants are highly skilled and give good support to individuals and small groups of pupils.
- Work in pupils' books and results of assessments and tests show that pupils across the school make good progress from their starting points as they move through the school.
- The curriculum has been carefully planned to make sure pupils have well-developed basic skills and a good awareness of spiritual, moral, social and cultural issues.
- Pupils achieve well in mathematics, reading and writing by the end of Year 6. They are well prepared for the next stage in their education and for their futures in a modern Britain.
- Governors are challenging school leaders more effectively and have a clear understanding of the quality of teaching and how well pupils are learning. They are effective in setting the strategic direction for the school to improve even further.

It is not yet an outstanding school because:

- The early years provision requires improvement. Recent changes have not had time to raise the personal and social skills of children to the same high levels seen in communication and numeracy.
- Although subject leaders are having a positive impact on improving pupils' learning, they are not consistently monitoring the impact of their work regularly or rigorously enough.

Information about this inspection

- The inspector observed teaching and learning in 11 lessons, of which all were seen jointly with members of the school's leadership team.
- An assembly was visited. The inspector made short visits to lessons during a number of walks through the school to look at pupils' attitudes to learning and behaviour.
- Meetings were held with two groups of pupils and the inspector talked informally to pupils during breaks and at lunchtimes.
- Meetings were held with the headteacher, staff and subject leaders. The inspector also spoke to members of the governing body and representatives of the local authority and diocese.
- A number of documents were looked at. These included the school's evaluation of its own performance, plans for improvement, policies, and records of students' behaviour and attendance. Safeguarding documents were also scrutinised.
- The inspector considered the 39 responses to the online survey, Parent View. Account was taken of the findings of recent school surveys of the views of 92 families and children. Inspectors also noted the nine responses to the staff survey.

Inspection team

Robert Ridout, Lead inspector

Additional Inspector

Full report

Information about this school

- Kirtlington School is much smaller than the average-sized primary school.
- The executive headteacher was appointed in January 2014. She is currently the substantive headteacher at Chesterton Primary School. Recruitment to the substantive post of headteacher has been successful and the new headteacher is coming from an outstanding school to take up her duties in September 2015.
- A new Chair of the Governing Body was elected in May 2015.
- A number of teachers started in September 2014. Middle leaders for mathematics and English are new to their roles. The lead person for early years moved to the full time teaching post in January 2015.
- Almost all pupils at the school are from White British or other White backgrounds. The proportion of students who speak English as an additional language is well below that found nationally.
- Very few pupils are supported by the pupil premium, which is additional funding for students who are known to be eligible for free school meals and children who are looked after. This is well below average. There are no eligible pupils in Key Stage 2.
- The proportion of disabled pupils and those who have special educational needs is well below average.
- Children attend full time in Reception.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.

What does the school need to do to improve further?

- Raise standards in the early years by embedding the emerging best practices seen to secure consistently good progress, particularly in the development of children's personal and social skills, to the same high levels seen in communication and numeracy.
- Strengthen leadership and raise standards by ensuring that middle leaders:
 - develop a consistent approach in the monitoring and evaluation of the impact of their work and act on what is happening in their areas of responsibility
 - further develop the teaching of skills through the creative curriculum.

Inspection judgements

The leadership and management is good

- The very effective headteacher leads the school well. She is ably supported by an equally committed senior teacher and, supported by staff and governors, has worked to address underperformance and raise standards. As a result, teaching has improved considerably and underachievement has been systematically tackled and eliminated.
- The headteacher and senior teacher know how successful the school can be and consistently model the high expectations that now pervade all areas of school life. They have correctly identified the priorities for further development, including the need to aim for the highest levels of achievement in the early years and Key Stage 1. The high morale of the staff is enabling the school to build on the recent improvements secured and continue to move forward at a fast pace.
- Effective routines to check the quality of learning have been introduced since the previous inspection and are now well established. These include the checking of assessment information, observations of learning in lessons and the scrutiny of work in books. Senior leaders are skilful in ensuring that their analysis and interpretation of pupils' progress information are carefully considered and their judgements accurate.
- The headteacher and senior teacher are focused on improvement. Procedures for managing teachers' performance are thorough, setting clear targets for pupils' progress and teaching. Prompt action is taken to provide additional support and challenge as needed. There are appropriate links to Teachers' Standards and salary progression.
- Middle leaders are relatively new to their roles. They are highly motivated and play a part in creating plans for improvement. They are ready and eager to play a greater role in monitoring what is happening in their areas of responsibility. However, they do not yet effectively evaluate all aspects of work or use this to inform the next steps they must take to raise attainment further.
- The new National Curriculum has been adapted creatively so it enables pupils to study a wide range of topics. The school has also used this chance to focus on further developing pupils' skills in mathematics, reading and writing. Exciting opportunities to broaden their understanding of spiritual, moral, social and cultural issues are provided. They do this through the study of history, geography, religious education and through educational visits, activities and welcoming external visitors to the school. These also ensure that pupils develop a clear awareness of British values. On entering the hall, displays of the pupils' work clearly celebrate and promote these, especially those of tolerance and respect.
- Equality of opportunity is promoted well, good relationships are encouraged and the school is free from discrimination of any kind.
- Leaders use the small amount of pupil premium funding to provide extra support to the few eligible pupils.
- The primary school physical education and sports funding has been used effectively to employ a specialist coach, purchase equipment and widen the range of sporting activities and experiences on offer both in school and after school. As a result, participation rates have increased as pupils benefit from an increased number of competitions and clubs.
- The local authority and diocese know the school well and provide good, effective support and training, such as training for governors. They are challenging and hold senior leaders to account in positive ways. As a result, this has helped underpin the school's drive to secure and consolidate further improvements.
- The school and governors work well with parents and carers. The responses to the online questionnaire, Parent View, show that most parents and carers would recommend the school to others and all believe their children to be happy at the school.
- The school ensures that safeguarding procedures are in place, meet statutory requirements and are effective.
- **The governance of the school:**
 - The governing body carries out its duties effectively. Governors bring a range of experiences to enable them to execute their role and improve their skills through training. They are strategic in recruiting new governors where there are gaps.
 - Governors provide effective support for the school and evidence in the minutes of governing body meetings shows that they ask challenging questions of school leaders in all aspects of school life.
 - Members of the governing body are knowledgeable about standards. Their good understanding of the pupils' performance data means they know the strengths and areas in the school to be improved.
 - Governors are committed to ensuring high standards in teaching, learning and achievement for all pupils. They are increasing their knowledge of the quality of teaching and its impact by undertaking regular visits to the school. Combined with detailed reports from leaders, this means governors are well

informed and have a strategic plan for the school.

- Governors ensure that performance management systems are implemented rigorously. They have supported the headteacher in eradicating weaker teaching and rewarding good or better teaching. Governors ensure the sports funding is managed prudently to enhance the physical well-being of pupils.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good. Pupils are unfailingly polite, courteous and confident. They are happy to talk to visitors about their good work and good school. They say that they are proud to be part of 'one big, happy family'.
- Attitudes to learning are good. Pupils are enthusiastic and clearly enjoy their learning. Some become so absorbed in their work that they are keen to stay on through their break times to continue and finish their studies.
- Pupils enjoy coming to school and show a desire to concentrate and work hard. They thrive on the challenges of more demanding work. They collaborate well when asked to work together. By the end of Year 6 some have developed the ability to work successfully on their own without any real direction from a teacher.
- Pupils have good opportunities to take on responsibilities in the school. Members of the school and eco councils execute their duties effectively and with enthusiasm. They meet with school leaders to help improve their school experiences. Pupils ensure the school is free of litter. A group is currently promoting ways to save energy in school. Sports leaders oversee the use of equipment and some activities during break times and promote healthier lifestyles. Older pupils act as good role models for the younger children.

Safety

- The school's work to keep pupils safe and secure is good. There are effective procedures in place to check and monitor visitors to the school and there are well-thought-out arrangements for the start and end of each day.
- Pupils have a very good understanding of the risks associated with using the internet and being near to a busy main road. The school routinely addresses these topics in class and in assemblies. Visiting speakers help raise and maintain pupils' awareness. Pupils understand how to keep themselves safe.
- Pupils say they feel very safe in school and know they can approach any adult if they have a worry or concern. Parents and carers who responded to the online questionnaire (Parent View) indicated that their children are happy and feel safe. Parents and carers believe the school looks after their children very well.
- Pupils have a good understanding of what bullying is and the different forms it can take, including verbal, physical and cyber bullying. Good relationships are evident between pupils and they are aware that any form of discrimination is hurtful and not tolerated. They are adamant that bullying rarely occurs and are confident that it is dealt with swiftly and effectively.
- Attendance is average and rising this year. The school promotes the importance of good attendance with families and everyone understands the link between good attendance and good progress. Punctuality is also very good.

The quality of teaching

is good

- Work in pupils' books, the school's data and information on checks carried out on teaching support the view of senior leaders that the quality of teaching has improved since the previous inspection and is now good. It is stronger in Key Stage 2 where it is sometimes outstanding. It has improved in early years and Key Stage 1 more recently.
- Teachers are enthusiastic and this often inspires pupils to learn. They possess good subject knowledge and plan imaginative and engaging learning activities which pupils respond to with enthusiasm. This helps them to make good progress.
- Classrooms are well organised and teachers have high expectations of behaviour. This orderly approach helps pupils to settle quickly and make good progress.
- Staff also have high expectations of what pupils can achieve. Pupils respond well and strive to achieve their best. There are good relationships between adults and pupils and between the pupils themselves. They work together cooperatively in groups and in pairs. Discussions consolidate both their knowledge

and understanding of prior learning.

- Improvements in teaching have resulted in higher achievement in reading, writing and mathematics.
- Teachers use questioning effectively to judge pupils' understanding in lessons. They track the progress that pupils make and intervene effectively when pupils are in danger of falling behind. Marking and feedback are effective in helping pupils to improve their work.
- Pupils' work is celebrated widely throughout the school. There is much good work on display in corridors and in classrooms. Achievements are recognised in weekly assemblies and pupils rewarded for good attitudes, behaviour and progress.
- Teaching assistants make a good contribution to learning. This is because they are deployed effectively to provide a wide range of support for pupils of different abilities. They have a good understanding of pupils' needs and work with teachers to plan activities which help pupils of all abilities to make good progress.
- Homework is set regularly for pupils across the school. Pupils say they enjoy the challenges of working on their key skills in spelling, reading and mathematics but were most enthusiastic about their project work. Additional work is available online for pupils to work on extended tasks and take-up is rising as families become increasingly aware of its potential to support good and better learning.

The achievement of pupils

is good

- Although cohorts are sometimes small, children join Reception with skills and abilities that are broadly typical for children of their age. Pupils make good progress in reading, writing and mathematics by the end of Year 6.
- Pupils' achievement has improved since the previous inspection. The school's own data and pupils' books show that attainment is rising in most year groups and for most groups of pupils. Year 2 to Year 6 pupils are making good progress from their different starting points.
- In Year 1, pupils apply their phonics (linking letters and sounds) knowledge to their reading and writing accurately. Pupils demonstrate good confidence, knowledge and skills in their reading. This is reflected in the good proportion of pupils who met and exceeded the required standard in the 2013 and 2014 national phonics screening checks.
- Pupils currently in Key Stage 1 are making good progress. Standards at the end of Year 2 were broadly in line with the national average for reading, writing and mathematics in 2014. Inspection evidence shows that the proportion of pupils currently on track to reach higher levels is increasing in all three aspects of their learning.
- Nationally published data for all pupils at the end of Key Stage 2 shows that pupils made good progress. Inspection evidence, including lesson observations, work in pupils' books and information on progress made by each pupil, shows that the present attainment of all year groups is at least in line and often better than the national averages in reading, writing and mathematics.
- Disabled pupils and those who have special educational needs make the same good progress, from their individual starting points, as their peers in school. Staff know these pupils well and give them specific, appropriate individual support that is helping accelerate their learning.
- The very few disadvantaged pupils supported by the pupil premium are helped to make good progress. Numbers are too small to make comparisons of their attainment with that of others without identifying individual pupils.
- The most able pupils make good progress and some make outstanding progress. As a result of higher expectations, these pupils are increasingly challenged more often, particularly in Key Stage 2. Current information indicates that a number of Year 6 pupils are securely on track to attain high standards at the end of this academic year.
- Pupils read regularly in the school and are actively encouraged to read at home. Older pupils talk avidly about their favourite books and authors. They understand the importance of becoming competent readers.
- Pupils make good progress in the quality and content of their writing. They build on their early skills as they move through the school. They write at increasing length and with greater accuracy and fluency, able to vary their styles to suit the different purposes and demands of their work.
- Pupils' progress in mathematics is good across the school. Previous weaknesses have been tackled, particularly in ensuring pupils learn their times tables and calculation skills. As a result, there are improvements in the way pupils apply these skills when conducting investigations and solving problems.

The early years provision requires improvement

- Achievement in the early years requires improvement because children have made slow progress as a result of less effective teaching in the past. The school has addressed this by redeploying an effective practitioner to teach full time who is now helping pupils to overcome a legacy of underachievement and make more rapid progress.
- Many children join Reception with communication and numeracy skills above the levels typical for their age but with personal and social skills less well developed. In the past, children have not made good progress from their starting points. Following recent staff changes, the number of children reaching a good level of development and who are subsequently ready for learning in Year 1 is rising.
- The leader in the early years understands the strengths and weaknesses of the learning that has taken place. She has a clear plan for the development of the provision and has already effectively focused on improving the quality of teaching. This improvement, however, has not yet had time to have sufficient impact on outcomes.
- Teaching is improving. The teacher plans interesting and exciting experiences which capture children's interest and now encourage them to want to learn. During the inspection, good use was made of the learning areas to create stimulating activities which appealed to the children's imagination and curiosity. The children were encouraged to explore and develop their communication and social skills.
- Behaviour is good and children play and learn together well. The teacher models and insists on high standards of conduct. Children respond to and follow the well-established routines that ensure the early years is a calm yet stimulating environment. Safety is of great importance and all adults make sure that children are safe at all times, especially at the start and end of each day.

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	123187
Local authority	Oxfordshire
Inspection number	462383

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	91
Appropriate authority	The governing body
Chair	Sara Carey
Executive Headteacher	Victoria Woods
Date of previous school inspection	21 May 2015
Telephone number	01869 350210
Fax number	01869 350210
Email address	office.3500@kirtlington.oxon.sch.uk

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