

Culham Parochial Church of England School

High Street, Culham, Abingdon, Oxfordshire OX14 4NB

Inspection dates

28 February–1 March 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- The quality of teaching and learning is variable across the school. Rates of progress in key stage 2 are often too slow in writing and mathematics.
- Teachers rarely provide activities that stretch and challenge the most able pupils.
- Teachers in key stage 2 are often inaccurate when recording pupils' progress. They do not carefully plan learning that builds on what pupils already know.
- In some classes in key stage 2 teachers have not planned to cover all aspects of the mathematics curriculum. These include measurement, fractions, geometry and statistics. There are few opportunities for pupils to solve practical problems.
- In writing in key stage 2 pupils rarely have the chance to refine their work or develop the skills to write in depth. Teachers have low expectations. Too often scrappy work and illegible handwriting goes unchecked. Teachers do not sufficiently develop pupils' spelling, punctuation and grammar skills.
- Leadership requires improvement because a lack of training affects how effectively subject leaders can fulfil their role, particularly in mathematics. Middle leaders have a lack of understanding how pupils who have special educational needs and/or disabilities are identified and monitored.
- Governors do not have the skills to hold leaders to account. They do not monitor the impact of additional funding for pupil premium and special educational needs on pupils' progress.

The school has the following strengths

- Children in the early years make good progress in all areas of learning and are well prepared for work in Year 1.
- The percentage of pupils in key stage 1 meeting the expected standard in reading, writing and mathematics is typically above the national average.
- Pupils enjoy reading and make good progress in this subject across the school.
- Since the new executive headteacher has arrived many positive changes have been made. These include improving the curriculum and developing the effectiveness of the early years and key stage 1.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment in key stage 2 by:
 - ensuring that teachers accurately record pupils' progress and then use that information to plan work that enables pupils to move on rapidly in their learning
 - making sure teachers challenge pupils, especially those who are most able, so that a higher percentage work at a greater depth
 - ensuring that teachers plan to cover all areas of the mathematics curriculum including measurement, fractions, geometry and statistics
 - improving the quantity of practical problem-solving activities in mathematics
 - providing more opportunities for pupils to routinely draft and refine their writing
 - ensuring that teachers challenge illegible handwriting and tatty presentation
 - spending more time on improving pupils' spelling, punctuation and grammar skills and developing pupils' skills to write in depth.
- Improve the effectiveness of leadership and management to ensure that it has a greater impact on progress, particularly in key stage 2, by:
 - ensuring that teachers are held to account for the progress that pupils are making in their class
 - making sure that those with subject leadership responsibilities are well trained and know how pupils are progressing in their subject
 - improving the impact of special educational needs additional funding by correctly identifying which pupils should be on the register and regularly checking to make sure these pupils make good progress
 - making sure that all leaders, including governors, effectively monitor the impact of additional pupil premium funding on disadvantaged pupils' progress
 - ensuring that governors have the skills to challenge leaders by having a clearer understanding of the school's strengths and weaknesses
- An external review of the school's use of pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.
- An external review of governance should be undertaken to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leadership, including governance, has not ensured that the quality of education has remained good since the last inspection. Pupils in key stage 2 often make inconsistent progress from their starting points in writing and mathematics. Difficulties in recruiting staff have hampered planned improvements in the school.
- Leadership does not effectively hold key stage 2 teachers to account for the amount of progress pupils make. Often, leaders rely on incorrect teacher assessments of how pupils have progressed. Examples were seen of teachers recording positive progress whereas pupils' books show that progress, particularly in writing and mathematics, had often been slow.
- Those who have responsibility for special educational needs and/or disabilities do not always correctly identify the special educational need that a pupil has. Some pupils have been incorrectly put on the school's register. Progress is rarely monitored. Leaders, including governors, do not check that the additional funding for special educational needs has a positive impact on pupils' progress.
- New subject leaders in English and mathematics have had too little impact on improving the progress of pupils within their areas of responsibility. They rarely check pupils' work across the school and hence are not fully aware how pupils are achieving. In some subjects, including mathematics, subject leaders have not completed relevant training. Consequently, they are not well enough informed about their role and are hindered in the support they can offer to other teachers.
- The curriculum for mathematics in Year 3 and 4 is limited. While pupils are developing their understanding of whole numbers and the four operations of addition, subtraction, multiplication and division, they are not covering all that is required. Very few opportunities are planned for pupils to develop their skills in measurement, fractions, geometry or statistics.
- Other aspects of the curriculum are more positive. Since the new executive headteacher's arrival, pupils now study an interesting selection of topics. This helps them to explore their learning in imaginative ways. For example, pupils' research into the rural local area has enabled them to develop effective skills in ecology. Many pupils said how much they enjoy forest school. They talk knowledgeably about the need to care for the natural environment. In geography, pupils demonstrate useful map skills. They understand grid references and features such as contour lines. Pupils in Year 5 and 6 demonstrate sound research skills when investigating historical periods, such as the Anglo-Saxons. Extra-curricular activities enable pupils to extend their learning, particularly in dancing and sporting skills.
- The new executive headteacher has put together a clear strategy for using the pupil premium funding for this financial year. It clearly identifies the barriers to learning and where progress needs to be improved. However, because teachers in key stage 2 are not accurately assessing pupils' progress, leadership is unclear about the impact of the funding in this key stage. The impact of the funding in key stage 1 is more positive

because teachers have followed the strategy more closely.

- There have been many positive changes since the executive headteacher's arrival. Progress in the early years and key stage 1 is now strong. This is because teachers clearly identify where a pupil is in their learning and what they need to learn next.
- Pupils' spiritual, moral, social and cultural development is well promoted through the school's values. These have a positive impact on pupils' personal development. In an assembly seen during the inspection, pupils demonstrated their understanding of the word 'respect' and gave thoughtful comments about how it linked to the concept of tolerance. British values are effectively promoted and pupils know about concepts such as the rule of law.
- The school makes good use of the physical education and sports premium additional funding. Money has been spent on providing a variety of sporting activities by qualified coaches. Pupils have enjoyed sports in cross-country activities, tennis and athletics. The impact of the spending has been to broaden the sporting experiences of all pupils. A greater percentage of pupils now take part in sports on a regular basis.

Governance of the school

- Governance over time has not been effective enough to support the school or to hold leaders to account. The current governing body is very new. However, minutes of both past and present governor meetings indicate a lack of understanding regarding where progress is strongest and weakest in the school.
- Governors have not carefully monitored the impact of additional funding that the school receives for pupil premium or special educational needs. Consequently, they are unsure whether disadvantaged pupils and those who have special educational needs and/or disabilities are making rapid progress.
- The new governing body recognises that previously there was a lack of strategic direction. They are keen to rectify the situation and are determined to support the school more effectively in the future.

Safeguarding

- The arrangements for safeguarding are effective.
- The safeguarding policies and other documents related to pupils' safety are fully compliant with current requirements. Staff are well trained and know the procedures to follow in a range of different circumstances.
- The school works hard to ensure that all pupils feel safe and secure. Pupils unanimously reported that they felt safe and would not hesitate to tell a trusted adult if they had any concerns.
- Issues such as preventing radicalisation and internet safety are carefully woven into the school's curriculum and show that every opportunity is taken to protect pupils from harm.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching and learning is variable across the school. In key stage 2, teaching requires improvement because the progress of pupils is often not rapid enough in writing and mathematics.
- Often teachers in key stage 2 do not effectively use the school's assessment system. Some pupils have not had their progress tracked at all. Because staff are often not accurate in knowing where a pupil is in their learning they are unsure what work to provide next to help pupils to make rapid progress.
- Teaching in key stage 2 does not always challenge pupils well enough in mathematics. For example, in Year 5 and 6 higher-ability pupils are often given the same work as those who find mathematics hard. Consequently, the most able do not make rapid progress or have the opportunity to work at greater depth. Work in books shows that sometimes pupils are redoing work that they have already mastered. There are very few opportunities for pupils to develop their practical problem-solving skills. This is also hindering the amount of progress pupils can make.
- Teaching in writing in key stage 2 is variable. Often teachers do not have high enough expectations regarding what pupils can achieve. Consequently, for some pupils work in books is characterised by poor handwriting and tatty presentation. In some cases, work that pupils had produced earlier in the year was often better presented and easier to read. Pupils do not often draft and refine their work so they can develop the skills to write in greater depth. Teaching provides limited opportunities for pupils to develop their spelling, punctuation and grammar skills.
- Teaching in reading across the school is good. When listening to pupils read during the inspection it was clear that pupils have the confidence to use their phonics skills to read unfamiliar words. Parents and staff work well together to help pupils make good progress and develop effective reading strategies.
- Teaching in the early years and key stage 1 is good. Books show that pupils have made strong progress from their starting points. This is because teachers know the right level of work to provide for them. Staff use every opportunity to make sure that those who need to catch up are given the support they need. Teachers ensure that misunderstandings are quickly addressed. In writing, pupils are encouraged to plan and improve their work. Books show that most pupils have made good progress in mathematics. Pupils are rightly proud of the progress they have made in key stage 1.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils feel safe in the school and say that staff look after them well. Pupils are taught about the need to stay safe in a range of different situations, including those related to roads, railways and fire.
- Pupils know about the dangers associated with using the internet and are aware that

they must not divulge personal information to strangers when online.

- Throughout the school, pupils are given the self-confidence by staff to attempt new experiences. Those in Year 5 and 6 were very positive about the annual residential visit to an activity centre. They say that the trip helps them to realise what they are capable of achieving.
- Pupils say that bullying is not an issue at the school. All who were asked felt confident that if there was ever a concern teachers would be able to quickly sort it out.
- Pupils have a good understanding about the need to eat healthily and this was clearly demonstrated during breakfast club. Pupils were able to talk about the different food groups and the dangers of eating too much sugar.

Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves well around the school. Records show that there are very few incidents of inappropriate behaviour. Senior leaders swiftly take appropriate action should there be any poor behaviour.
- In most lessons, pupils listen carefully to the teacher and follow instructions. However, a few pupils did express the concern that in some lessons in key stage 2, the behaviour of others sometimes affected their learning.
- Attendance is similar to the national average. Last year, the rate of persistent absence for boys was high. This has now improved.

Outcomes for pupils

Requires improvement

- Pupils' progress from their different starting points in key stage 2 is inconsistent in writing and mathematics. Consequently, the standards pupils typically attain by the time they go to secondary school are below the national average in these subjects.
- Across the school, those who are most able, including the few who are most able and disadvantaged, do not achieve as well as they could. Typically, they make inconsistent progress. This is because teachers do not have high enough expectations or provide challenging work to deepen pupils' understanding. By the end of key stage 2, the percentage of pupils working at greater depth is lower than the national average in writing and mathematics.
- The proportion of pupils at the school who have been identified as having special educational needs and/or disabilities is over double the national average. Almost a third of current pupils are characterised as having a specific need, although teachers are frequently unclear what the need is. Often, they cite slow progress as a reason why a pupil is put on the register. Work in books shows that progress for these pupils is erratic, particularly in key stage 2. This is because staff do not regularly or effectively monitor how well these pupils are doing.
- In 2016, there were very few disadvantaged pupils in Year 6. Therefore, it is

impossible to report on their outcomes without them being identified. However, across key stage 2 the progress of disadvantaged pupils is inconsistent. Teaching in these classes has not ensured that the funding for disadvantaged pupils has had a positive impact.

- In key stage 1, pupils make good progress. Teachers direct additional adults well to ensure that pupils who are falling behind are given the tasks they need to quickly catch up. In writing, some pupils have made exceptional progress and have written imaginative accounts about the story of Jack and the Beanstalk.
- Pupils do well in the Year 1 phonics screening check. Typically, over the years the percentage of pupils who meet the expected standard is similar to and often above the national average.
- By the end of Year 2 the percentage of pupils who are reaching the expected standard is usually above the national average in reading, writing and mathematics.

Early years provision

Good

- Children, including those who are of nursery age, start in early years with skills and abilities that are typical for their age. All groups of children make good progress and leave Reception with a high proportion reaching a good level of development. Last year children achieved very well. In almost all areas of learning, every child reached a good level of development. Consequently, children are well prepared for their learning in Year 1.
- Parents are very supportive about the welcoming and supportive provision. They say that their children are helped to settle down quickly and that routines are quickly established. Parents particularly like the fact that they can talk to staff on a daily basis to discuss any concerns or queries. There are effective links with external agencies.
- There are no disadvantaged children in the early years.
- The quality of teaching and learning is good. Staff know precisely where each child is in their learning. Phonics is taught effectively, and children make confident attempts at sounding out letters and reading words. Children are well supported to develop their writing skills. Activities in mathematics are exciting and stimulate children's interests. During the inspection, children enjoyed making pancakes for Shrove Tuesday. They delighted in measuring the weights of the different ingredients.
- Leadership in early years ensures that staff are well trained to accurately record the progress that children make. The curriculum provided is varied and exciting. Trips, such as the visit to Warwick Castle, help children learn about ancient buildings.
- Systems to ensure that children are safe are well established. Children behave well in the early years. They share resources well and play happily with each other.

School details

Unique reference number	123132
Local authority	Oxfordshire
Inspection number	10024698

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.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	53
Appropriate authority	The governing body
Chair	Lisa Penton
Executive Headteacher	Lindsay Priddle
Telephone number	01235 521766
Website	www.culhamprimary.co.uk
Email address	office.3190@culham.oxon.sch.uk
Date of previous inspection	19–20 February 2013

Information about this school

- The school meets requirements on the publication of specified information on its website.
- Since the last inspection, there has been a period of staffing turbulence. The previous headteacher left the school in July 2015. For the next five months, there were several interim headteachers. In January 2016, the headteacher of Clifton Hampden Church of England Primary School became the executive headteacher of this school. Additionally, due to staffing shortages, between September 2016 and December 2016 the executive headteacher took on the role of the Year 1 and 2 teacher in the mornings at this school.
- Subject leaders for English and mathematics have only been in post since September 2016.
- In December 2016, this school federated with Clifton Hampden Church of England

Primary School to form the Thames Bridge Church of England Federation. Both schools now have one joint governing body. The chair of the governing body has recently been appointed.

- Since the last inspection, the school has started to provide for nursery-aged children. This was following the closure of the pre-school, which was situated on the same site but was totally independent of this school.
- The school is smaller than the average-sized primary school. In the mornings, there are four classes, one for nursery- and reception-aged children, a Year 1 and 2 class, a Year 3 and 4 class and a Year 5 and 6 class. Children in the Nursery attend part time and go home at lunchtime. In the afternoons, there are three classes, and Reception children join those in Year 1 and 2.
- Most pupils are White British and the proportion of pupils from other ethnic backgrounds is low.
- The proportion of pupils supported by the pupil premium is similar to that found in most schools.
- The proportion of pupils who have special educational needs and/or disabilities is much higher than the national average.
- The school does not make use of any alternative provision.
- The school runs its own breakfast club.
- The school met the government's current floor standards, which are the government's minimum standards for pupils' attainment and progress, in 2015.

Information about this inspection

- The inspector observed teaching and learning in all classes. Most observations were with the headteacher.
- Meetings were held with senior leaders, members of the governing body, a representative from the Diocese of Oxford and a representative of the local authority.
- Discussions were held with pupils regarding what it was like to be a pupil at this school. The inspector looked at work in books and listened to some pupils reading from Years 2 and 6. The inspector considered the 12 responses to the online pupil questionnaire.
- The inspector took account of the 33 responses to the online Parent View questionnaire. She also spoke to parents at the beginning of the school day.
- The views expressed by members of staff in eight online questionnaires were considered.
- The inspector looked at a range of documentation and policies, including the school's improvement plan. Information about the performance of the school in comparison with other schools nationally was considered along with documents about pupils' current attainment and progress. Documents checking the quality of teaching and learning, and records relating to behaviour, attendance, child protection and safeguarding were also examined.

Inspection team

Liz Bowes, lead inspector

Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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