



# Culworth Church of England Primary School

Inspection Report

**Unique Reference Number** 122019  
**LEA** Northamptonshire  
**Inspection number** 281156  
**Inspection dates** 29 November 2005 to 30 November 2005  
**Reporting inspector** Nick Pett RISP

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

<b>Type of school</b>	Primary	<b>School address</b>	Culworth
<b>School category</b>	Voluntary aided		The Green
<b>Age range of pupils</b>	4 to 11		Banbury, Oxfordshire OX17 2BB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01295 760610
<b>Number on roll</b>	153	<b>Fax number</b>	01295 760610
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr John Harrison
<b>Date of previous inspection</b>	11 October 1999	<b>Headteacher</b>	Mrs Sue Lawrence

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 29 November 2005 - 30 November 2005	<b>Inspection number</b> 281156
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This voluntary aided Church of England school is much smaller than average. The area it serves enjoys social and economic advantage and no pupils take free school meals. Almost all pupils are from White British backgrounds. The proportion of pupils with learning difficulties is above average. In the last three years the school has had difficulties in appointing a substantive headteacher, and there has been a large change in the teaching staff in the last two years.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

The school's overall effectiveness is satisfactory, confirming the school's view of itself. Good progress has been made in the past year, following the appointment of the new headteacher, to raise standards and ensure that pupils' achievement is satisfactory. The teamwork between her and the staff have been successful in arresting the decline since the last inspection. As a result, standards are in line with the national average and achievement is satisfactory. The quality of work in the Reception class is satisfactory, but hampered by the use of resources and the accommodation. Children are making satisfactory progress from their starting points and reach the nationally expected levels by the time they start in Year 1.

Teaching is satisfactory and some of it is good. Teachers generally plan suitable work, which the pupils find increasingly interesting and challenging. Not all teachers use the assessment procedures consistently or make sure that pupils are given sufficient guidance on how to improve their work. Pupils enjoy school, and their attendance, attitudes and behaviour are good. The school provides them with good personal care and support, and relationships between pupils and adults are a strength. The involvement of parents is good. They recognise and welcome the progress the school has made in the past year. The school has been well supported in addressing its improvement by the local authority and the governors. Leadership and management are satisfactory. The effective leadership of the headteacher and support of the staff gives the school good capacity to improve further. However, the absence of a senior leadership team leads to the headteacher carrying a very heavy workload. Governance is good. The school gives satisfactory value for money.

### What the school should do to improve further

Focus on:

- improve the use of resources, accommodation and quality of planning in the Reception class
- improve the quality of learning and teaching in Years 1-6, especially the more rigorous use of assessment, to help raise achievement further
- develop a senior leadership structure to support the headteacher in the overall management of the school.

## Achievement and standards

### Grade: 3

Pupils' achievement is satisfactory although it is good for pupils with learning difficulties. Children enter the Reception class with generally average levels of skills and experiences, although their language skills are below those often found. They make satisfactory progress, and most pupils reach the expected levels by Year 1. In the national tests in Year 2 and Year 6 in 2004, pupils underachieved. In 2005, standards improved and were in line with the national average, with the majority of pupils reaching the targets set for them. Pupils are making satisfactory progress and are on course to meet their challenging targets, showing the increased demands the school is placing on pupils. Their progress in reading, mathematics and science is stronger than their

progress in writing but good approaches are improving writing standards. Girls perform better than boys. The behaviour and attitudes of a small number of boys are preventing them from learning as effectively as they might. This issue is being successfully addressed. The achievement of the gifted and talented pupils is satisfactory.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are strong. Their spiritual, moral, social, and cultural development is good. They enjoy coming to school, and their attendance is good. Pupils respond well to the new house point system, and their attitudes to learning and behaviour in lessons are generally good. They welcome visitors well and are very courteous and helpful. Parents comment favourably about the improvement in pupils' behaviour in recent months.

Children feel safe and well cared for. Any boisterous behaviour at playtimes is handled appropriately and the 'friendship bench' in the playground ensures no children are unhappy or left out of games. The curriculum and well planned personal, social and health education (PSHE) and citizenship lessons successfully encourage a healthy lifestyle. Members of the school council are justifiably proud of their position and take their ambassadorial role seriously. They recently voted on designs for a new playground area to incorporate an amphitheatre and sensory garden. Pupils are effectively involved in supporting national and local secular and religious charities, and they participate in local community events. Through these opportunities, they are successfully developing the skills to prepare them for their future lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. There are examples of good teaching that has many strengths, but the many recent staff changes have caused too much variation in the quality of lessons. The good relationships between staff and pupils are based on mutual respect, and teachers, and other adults, set pupils good examples and have high expectations. This has been important in improving the learning atmosphere and dealing with the unacceptable behaviour of some older pupils. In the Reception class, teaching and learning are satisfactory because of limitations in planning, and in the use of resources and accommodation. In Years 1 to 6, teaching and learning vary between classes. In the best practice, work is generally well matched to meet pupils' different needs. Increasingly good use is being made of modern technology as staff expertise in the use of interactive whiteboards grows. Learning support staff are very effective, helping pupils with learning difficulties and disabilities so that these pupils make good progress. However, higher attaining pupils are not always challenged sufficiently, although the planned booster classes for literacy and numeracy have the potential to raise their achievement and standards. Where good marking occurs, pupils

know how to improve their work, as seen in a Year 6 geography and information and communication technology (ICT) project. The procedures for assessment are satisfactory, although the school recognises that it needs to make better use of the procedures in planning lessons and in guiding pupils across all ages.

## **Curriculum and other activities**

### **Grade: 2**

The Reception class curriculum is satisfactory. The resources and accommodation are not used to best effect and this hampers children's achievement. In Years 1 to 6, the curriculum is well planned and has many strengths. It is broad and balanced, and recent work has resulted in good links being made between subjects, for example between science and technology for older pupils. The use of ICT has improved well, which benefits pupils' learning. Good use of after school clubs, the many visits, and a wide variety of visitors, including many from the village, enhance learning. There is good provision for pupils' personal, social and health education and citizenship. This helps pupils to understand right from wrong, encourages good friendships, healthy lifestyles, and prepares pupils for future economic well-being and community life. Pupils take good advantage of the provision for sports and the arts, both within and beyond the school day. There are good links with the secondary specialist sports college. The opportunities for pupils to play a musical instrument and to learn French enhance their experiences.

## **Care, guidance and support**

### **Grade: 3**

Care, guidance and support are satisfactory. The school looks after its pupils well. This is well recognised by parents and carers. Child protection, first aid, health and safety procedures and risk assessments are good and ensure pupils are safe. Good improvements have been made in the support and provision for the high proportion of pupils with learning difficulties and disabilities. Individual education plans are effective and parents are kept well informed about their progress. Links with a wide variety of external agencies ensure that pupils with specific needs receive appropriate support. The procedures for assessing pupils' academic progress are satisfactory. All pupils have numeracy and literacy targets. However, assessment does not always help pupils to understand what they have to do to improve, and this undermines the support they receive to raise their achievement further.

## **Leadership and management**

### **Grade: 2**

Leadership and management are satisfactory. The headteacher, since her appointment in January 2005, has given good leadership. She has set a very clear direction for raising pupils' standards and achievement, and for improving the quality of provision. The way that school improvement priorities are being implemented consistently across the

school is a considerable strength, and the governors consider that she has initiated a renaissance in the life of the school.

The monitoring of teaching and learning, and other areas of the school's work, by the headteacher is regular and rigorous, and ensures that all pupils have equal opportunities. Because of staff changes and tight budgets this has been achieved without the support of a deputy headteacher or leadership team, and the headteacher is carrying a very heavy workload. There have been large changes of staff in the past two years and the current staff team is working effectively with the headteacher in the management of behaviour and enhancing the quality of learning. Key subject policies have been reviewed and although staff have subject responsibilities, they are not yet involved enough in monitoring and evaluating provision.

Governance is a real strength. The governors are very committed. They make regular visits in which they spend time in lessons and talk with pupils, and produce written reports. They and the headteacher have a very clear understanding of the school's strengths and weaknesses and work steadfastly to improve pupils' opportunities. Parents are very happy with the improvements this year, and feel that they are effectively involved in their children's education. The school uses its resources satisfactorily. Overall, the considerable improvement made during the past year shows that the school has good capacity to improve further.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Culworth Church of England Primary School The Green Culworth Oxon OX17 2BB

1 December 2005

Dear Pupils

Thank you for welcoming us when we came to inspect your school. We enjoyed talking to you and you were very helpful in telling us about how your school has improved this year. We were also pleased to know that you are proud of your school, enjoy school and all of the opportunities that you have in class, and at lunchtimes and after school. These activities are helping you as you grow up, to understand how to be healthy, and making sure that all of you are treated equally. Your parents also told us that they are happy with the school and about what you are doing.

We feel that most of you behave well in class and around the school. It was good to see how well you get on with each other and with your teachers and other adults who work in your school. This makes it a happy and safe place in which to learn. We feel that the way that you are taught is usually good and helps you to learn well, but that your teachers could make sure that you are helped to learn even more quickly and so that your work is even better. This will also help you to make even better progress. We were pleased to see how your teachers are improving the use of computers and interactive whiteboards to help your learning. Some of you could do even better, especially in your writing, but it would also help all of your learning if your teachers gave you even better advice on how to improve your work.

Mrs Lawrence, the staff and governors have done a great deal for you and are already planning ways to make these things better.

Thank you again for being so friendly and courteous and we hope that you will all continue to do your best and help your teachers so that you can do even better in your work. Yours sincerely

Nigel Pett Lead inspector