



# Cropredy Church of England Primary School

Inspection Report

**Unique Reference Number** 123090  
**LEA** Oxfordshire LEA  
**Inspection number** 281398  
**Inspection dates** 13 June 2006 to 14 June 2006  
**Reporting inspector** Christopher Parker AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Station Road
<b>School category</b>	Voluntary controlled		Cropredy
<b>Age range of pupils</b>	4 to 11		Banbury OX17 1PU
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01295 750210
<b>Number on roll</b>	132	<b>Fax number</b>	01295 758553
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Paul Morley
<b>Date of previous inspection</b>	4 December 2000	<b>Headteacher</b>	Mrs Amanda Tutt (Acting headteacher)

Age group	Inspection dates	Inspection number
4 to 11	13 June 2006 - 14 June 2006	281398

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

This is a smaller than average school. All of the pupils speak English as their first language. The proportion of pupils with learning difficulties is below average. Currently, three pupils have statements.

Following a period of stability half of the teaching staff has changed in the last year. In addition, the headteacher is on indefinite leave. The school is currently led by an acting headteacher with the support of an advisory headteacher. One class is currently taught by a temporary teacher and another by a supply teacher.

A Partnership Foundation Stage Unit is due to open in September 2006.

## **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 is currently providing a satisfactory education for its pupils. The acting headteacher is giving the school much needed stability and direction following a breakdown in relationships and the long term absence of the headteacher. With the support of the teachers and governors she has put the pupils' performance and well-being at the heart of all decisions and plans for the immediate future.

Pupils are achieving satisfactorily. The provision for the youngest pupils is satisfactory and most are on course to reach the goals set for the end of the Reception year.

Overall, standards are significantly above average but not as high as they should be in writing because pupils do not have sufficient opportunities to produce high quality work right across the curriculum. Currently, the teaching is satisfactory but numerous changes of staff have slowed the progress of pupils in some classes. The work of some pupils has been affected by inconsistencies in expectation and challenge. The quality of marking, throughout the school, varies considerably and, in some cases, is not helping pupils to make improvements to their work.

With the effective support of the local authority advisory headteacher the school has devised a very clear and comprehensive improvement plan based on an accurate assessment of the school's overall effectiveness, and current strengths and weaknesses. Along with the appointment of three new teachers, who will take up their posts at the start of next term, and the support of most parents the school is well placed to return to the high standards and good achievement of the recent past. The school has made satisfactory improvement since the last inspection. The provision for, and standards in, information and communication technology (ICT) are much improved but not enough has been done to prevent unsupervised access to the area around the school pond. The school provides satisfactory value for money.

### What the school should do to improve further

- raise standard by increasing expectations of the range and quality of pupils' writing right across the curriculum
- ensure work is marked to provide pupils with clear guidance on how they can improve
- take immediate action to ensure the safety of pupils.

## Achievement and standards

### Grade: 3

Children in the Foundation Stage make a secure start to school life. Most are on course to reach the goals set for the end of the Reception year and a few will exceed them. They speak clearly and use mathematical vocabulary accurately. One child was able to tell her teacher that 'quarters' would result from cutting a shape into four equal parts.

Good results at the end of Year 6 in 2003 and 2004 slipped marginally in 2005.

Nevertheless, overall they remain significantly above average. The most notable fall

was in the progress pupils made in English; in science a strong performance was maintained. The school has taken steps to reverse the trend in English results by improving writing standards. The impact of this recent initiative has yet to be seen in national test results but it has begun to bring some improvements in pupils' writing in their English books. However, not enough emphasis is placed on producing writing of high quality in other subjects. Standards in science have been maintained because the school has continued to promote and develop the pupils' investigative skills. Standards in ICT are now in line with those expected by the end of Year 6. Pupils with learning difficulties make satisfactory progress.

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

### **Grade: 2**

The spiritual, moral, social and cultural development of the pupils is good. This was well illustrated in an assembly where the importance of tolerance was strongly promoted. The acting headteacher involved pupils in discussion which fostered a growing understanding of the hurt that intolerant attitudes may cause.

Good standards of behaviour are expected and they are the norm. The pupils are very willing and ready to learn. The many changes in teaching staff have been unsettling for some year groups and parents commented how this had reduced their children's enjoyment of school. For the most part pupils enjoy lessons but a few become fidgety and a little impatient when they are passive for too long.

Attendance is good and pupils, often accompanied by their parents, are at school in plenty of time to start lessons. Activities to encourage exercise are available at the start of the school day. Games lessons and after school clubs also contribute to the pupils' developing healthy lifestyles. Class meetings and the school council make a thoughtful contribution; the school council is currently discussing the content of a healthy eating policy. The pupils understand that they are an important part of the community and they contribute to many local activities. They are developing a range of skills which will serve them in later life, for example, in numeracy and ICT where Year 5 and 6 pupils have investigated the cost of holidays and created posters to promote charity events.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The teaching is satisfactory. In some lessons there are good features but the unsettling effect of the many changes of teaching staff has had a detrimental impact on pupils' progress. The effective approaches used in some classes are not evident in others. In Year 2 the use of clear and well explained targets that pupils must, should or could achieve is successful in promoting good progress. This is not evident in all lessons and in some the teachers do not make it sufficiently clear to pupils what they are expected to learn.

The teachers are working, with some success, to improve the pupils' writing in English lessons. However, they are not setting consistently high expectations of what pupils can achieve in their writing in all subjects. Furthermore, not all teachers are marking the pupils' writing with sufficient rigour to identify precisely what they need to do next. Too much of the marking is superficial.

Teaching assistants support learning well, particularly for those with learning difficulties. Relationships are good. Teachers successfully promote and develop investigative skills in science. In Year 6, pupils demonstrated their ability to work collaboratively and safely whilst carrying out fair tests to find the best 'fuel' for their 'rockets'.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is appropriately broad and provides pupils with an interesting range of work. They speak thoughtfully about the opportunities the teachers plan for them. One pupil commented how he found science experiments, 'Really good fun!' As a result of the implementation of actions in the school improvement plan, the school is beginning to make links between subjects and using ICT to increasingly good effect. However, opportunities for pupils to develop, use and apply their literacy skills to produce writing of high quality in other subjects are too infrequent. The Foundation Stage curriculum is satisfactory but restricted by the range and quality of resources. This is soon to be addressed as part of the development of the Partnership Foundation Stage Unit.

Educational visits, for example, to the Black Country Museum and a Victorian school day, add interest to the curriculum and help to bring colour and life to the pupils' learning in history. The school makes good provision for physical education which is significantly enhanced in the summer term by use of the outdoor swimming pool. There is a satisfactory range of well attended after school activities which provide additional sporting opportunities for the pupils.

## **Care, guidance and support**

### **Grade: 3**

Although the quality of care provided for pupils is satisfactory and health and safety checks of the site are carried out regularly, the governors have not responded adequately to their own recorded concerns. For example, the school pond remains inadequately fenced. Procedures for child protection are fully in place and all teachers have completed the required training. The school is proud of its caring ethos and children speak of it as a happy and safe community. Every pupil is known and treated as an individual and this contributes strongly to the harmonious atmosphere.

Pupils with special educational needs are supported well. The school works well with parents and other agencies. Comprehensive records are used for keeping track of pupils' progress and these provide useful information for teachers to set appropriately challenging targets. However, inconsistencies in marking, target setting and involving

pupils in assessing their own performance undermine the potential benefits of recent developments.

## **Leadership and management**

### **Grade: 3**

Following a period of considerable turbulence the school is, in the words of one Year 6 pupil, 'Pretty much back on track!' Pupils and their parents have expressed considerable concern about the disruption caused by the period of difficulty the school has encountered. Most parents, although regretting the many changes of teaching staff, support the steps taken to reduce the impact on their children. They also support the actions taken by the acting headteacher to provide a clear direction for the immediate future of the school. The leadership team has the capacity to build on the improvements of recent months.

The governing body is working with the local authority to resolve the current uncertainties surrounding the leadership of the school. It has taken control of the situation, leaving the acting headteacher to manage the day to day running of the school. Governors' increasing involvement in improvement planning and in monitoring the school's performance have added to the stature of the improvement plan which now encompasses the aspirations of the whole school community. The plan, constructed with the help of the influential advisory headteacher provides clear, precisely focussed actions. It accurately addresses the school's weaknesses because it is the result of sharply focused and realistic self evaluation and rigorous monitoring of the quality of teaching. The plan is linked to the recently revamped performance management system which involves all of the teachers and the teaching assistants. Currently, the leadership and management of the school are satisfactory.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## 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>
--	-----------------------	--------------

### 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?	3	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	2	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	3	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	3	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	3	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>	3	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>	3	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	3	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	3	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**

Pupils

This letter is to tell you about the findings of the recent inspection and to thank you for taking the time to talk to me. I chatted to some of you who told me that you found the many changes that had taken place earlier this year unsettling and that you were pleased that the acting headteacher and teachers had been able to sort things out so that you could have fun learning new things. You told me that you enjoy most lessons particularly now the teachers are giving you work that you find more challenging. At the moment the school is providing a satisfactory education for you.

The acting headteacher and teachers have put together a good plan to improve the school. They want to improve writing. I looked at some of your work and although some of you produce good writing, some of you could do better. I have asked the teachers to give you more opportunities to do some really good writing in science, history and geography, as well as in English. Some, but not all of your work is marked well. I have also asked the teachers to make sure that all marking helps you to improve your work. You now have many more opportunities to use information and communication technology (ICT) than you used to, and some of you really enjoy this and showed me the interesting work you have been doing. When the school was last inspected it was asked to put a fence around the pond. I know you are very aware of the dangers, and there is a small barrier but I have asked the governors to improve it immediately so that any possibility of an accident is avoided.

I enjoyed being in your school. I hope that in the future it is successful in helping you to do as well as you possibly can.

Yours sincerely

Christopher Parker

Lead Inspector