

# Edward Feild Primary School

## Inspection report

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<b>Unique Reference Number</b>	123075
<b>Local Authority</b>	Oxfordshire
<b>Inspection number</b>	314481
<b>Inspection date</b>	1 December 2008
<b>Reporting inspector</b>	Pritiben Patel

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	242
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Adrian Edwards
<b>Headteacher</b>	Mr John Hawkins
<b>Date of previous school inspection</b>	20 April 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Bicester Road Kidlington OX5 2LG
<b>Telephone number</b>	01865 372268
<b>Fax number</b>	01865 371515

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## Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following areas:

- pupils' achievement, including that of different groups, such as boys and the more able at Key Stage 1 in reading
- pupils' personal development
- the impact of leadership and management, particularly from senior managers new to post.

Evidence was gathered from observing lessons and morning break; discussions with senior managers, governors and pupils; checking the school's records of pupils' progress; the results of questionnaires returned by parents and looking at pupils' work.

Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Pupils at Edward Feild are predominantly of White British origin. The proportion of pupils from minority ethnic backgrounds is below the national average, as is the proportion who speak English as an additional language. Thirty-four pupils are at the early stages of learning to speak English. The percentage of pupils who claim free school meals is below the national average. The proportion of pupils with learning difficulties and/or disabilities, such as moderate behavioural, emotional and social, including those with a statement of special educational need, is in line with the national average. The school has provision for Early Years Foundation Stage (EYFS) in one Reception class. The school has attained the International Schools, NACE Challenge, National Healthy Schools, Activemark and Eco Schools Awards.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Edward Feild is an outstanding school because pupils make outstanding progress. A very strong ethos of respect and care is evident throughout the school and particularly in classrooms. A comment made by a parent sums up well the feelings of many: 'My daughter really loves attending Edward Feild and comes home each day full of enthusiasm.' Most parents feel they are kept well informed by the school, for example through the 'Friday Letter'.

Pupils' personal development is outstanding. They work diligently in lessons, behave outstandingly and have great pride in their school. Pupils say they thoroughly enjoy school and this is demonstrated by their good attendance. They have many opportunities to take responsibility by becoming playground buddies, peer mediators or house captains, as well as by being on the school council. Their adoption of healthy lifestyles is outstanding as they go on residential visits, eat fruit and vegetables at break time, drink water throughout the day, as well as participating enthusiastically in clubs such as badminton and gardening. Preparation for their economic well-being is outstanding, as demonstrated by the excellent progress pupils make in English and mathematics, and their success in winning the 'Young Enterprise 2008 for Kidlington Partnership' challenge cup for development of group work and collaboration skills.

The leadership of the headteacher is outstanding and has strongly contributed to pupils attaining above-average results by the end of Year 6 in all areas, from low starting points. The high standards and expectations set by the headteacher are clearly recognised by parents. For example, one wrote that he '...does an excellent job of setting the standards throughout the school'. The headteacher sets clear directions for staff and, as a result, they feel valued, are highly supportive of one another and work together for the good of the pupils. There has been some significant staff turnover at senior leadership level, and although senior leaders have detailed plans in place to make further improvements within their areas, they have had insufficient time in post to implement their plans. Therefore, capacity to make further improvements is good and the school recognises that the rapid progress and high quality of teaching and learning attained thus far needs to be sustained.

Pupils make outstanding progress by the end of Year 6 in all areas, because the quality of teaching and learning is outstanding. Pupils are given many opportunities to develop their speaking and listening skills through 'Talk Partners'. Planning is highly detailed. Relationships are very strong, enabling pupils to confidently take risks in their learning. Questioning is used outstandingly by staff to extend and develop pupils' thinking skills, and teachers' classroom management and organisation are excellent. Pupils of all abilities make outstanding progress, including more able pupils, those with specific needs such as moderate behavioural, emotional and social difficulties as well as those at the early stages of learning English. This is because the activities set match pupils' abilities very well.

The curriculum is outstanding. Topics are carefully chosen in order to maximise pupils' enthusiasm and enjoyment. Special weeks, such as Spanish Week and Japanese Week, make an outstanding impact on pupils' social, moral, spiritual and cultural understanding. 'Big questions' are used to stimulate and develop pupils' thinking. For example, pupils in a religious education lesson were asked, 'What is Faith?' This resulted in excellent discussion by pupils leading to a range of interesting responses. Developing reading throughout the school is a key focus for all pupils, but particularly for boys. Hence, strategies such as providing pupils with

opportunities to meet male authors and 'Book Week', as well as regular focused reading sessions, have been implemented and are having a positive impact.

Care, guidance and support are outstanding. Safeguarding arrangements and health and safety procedures are fully in place. Pupils feel very safe in school. Systems for assessing pupils' progress are robust. Academic guidance is very strong, because teachers' marking clearly informs pupils as to whether or not learning objectives have been met. Teachers' marking, particularly in writing, clearly indicates the next steps for pupils to help them improve. Target cards in English and mathematics are regularly updated, and these help pupils to focus on their improvement areas. Pupils with specific needs make outstanding progress in line with their peers because of the highly effective help provided by support staff.

The school's targets are very challenging and progress data shows that pupils are on track to attain high standards in 2009. The school's work on community cohesion is good and plans are in place to further develop provision, for example, links with schools in other countries. Governors have an outstanding impact on school development. They provide very good challenge to the headteacher and contribute very well to the school development plan and self-evaluation. The school's self-evaluation, although robust, is modest and inspectors saw fit to raise judgements based on solid evidence about pupils' performance.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

The majority of children start school with skills below those expected for their age, with an increasing number of children needing extra support in communication, language, personal and social development. The strong links that have been developed with the Nursery staff in the Foundation Stage school enables children to settle quickly and adapt to new routines in the Reception class. Staff provide an inspiring, welcoming and well-planned environment, which stimulates children to learn. Children's enjoyment, enthusiasm and engagement are outstanding due to the good care and strong relationships that exist between staff and children. Staff make good use of both indoor and outdoor learning environments. Themes such as 'Festivals' allow children to develop skills across the full range of early learning experiences. A group of children discussing cars with the class teacher were able to demonstrate a good use of vocabulary. Teaching is good and staff use assessments carefully to plan the next steps in learning, so that most children make good progress.

### **What the school should do to improve further**

- Sustain the rapid progress and high quality of teaching and learning by ensuring that the new senior leaders are enabled to implement their plans for improvement.

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**Annex A**

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

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

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



**Annex B****Text from letter to pupils explaining the findings of the inspection**

11 December 2008

Dear Pupils

Inspection of Edward Feild Primary School, Kidlington, OX5 2LG

Thank you for being so welcoming and helping us when we came to inspect your school to find out how well you are getting on. We enjoyed visiting your lessons and talking to you. You all told the inspectors that you really enjoy coming to school. We agree with you, you go to an outstanding school.

Here are some of the most important things we liked about your school.

- Your teachers plan very good lessons, which allow you to develop excellent independent skills. They teach you very well, so you make outstanding progress and attain above-average standards by the end of Year 6.
- The curriculum is outstanding. You thoroughly enjoy your topic work and the various visits, visitors and themed weeks such as Spanish Week and Japanese Week. Your teachers ask 'big questions' that really make you think!
- All the adults in your school show outstanding care for you. As a result, you have very positive attitudes, behave excellently and show very good care for one another.
- Your school gives you an outstanding range of opportunities to take responsibility through becoming playground buddies, house captains and members of the school council. You respond very well and take your responsibilities seriously.
- Children in the Reception class make good progress, and their personal development is outstanding because of the good care that staff provide.

Your headteacher, governors and all staff work very hard and are making things even better for you.

We have asked your school to ensure that the very good progress you make and the high quality of teaching and learning continue. I am sure that you will continue to work as hard as you all do. Good luck and very best wishes!

Yours faithfully

Pritiben Patel

Lead Inspector