

John Blandy VC Primary School

Inspection report

Unique Reference Number	123150
Local Authority	Oxfordshire
Inspection number	314516
Inspection date	10 September 2008
Reporting inspector	Vanessa Ward

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.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	176
Government funded early education provision for children aged 3 to the end of the EYFS	26
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr T Clark
Headteacher	Mr C Spring
Date of previous school inspection	25 April 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Laurel Drive Southmoor OX13 5DJ
Telephone number	01865 820422
Fax number	01865 821527

Age group	4–11
Inspection date	10 September 2008
Inspection number	314516

© Crown copyright 2008

Website: 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.

The inspector evaluated the overall effectiveness of the school, and investigated how well the school is tracking pupils' progress and using this information to raise standards. The inspector also investigated how effectively pupils are helped to understand how well they are doing and how successfully the school promotes community cohesion.

The inspector gathered evidence from the school's records, planning and policies, and by observing teaching and learning. She also held discussions with staff, governors and pupils and scrutinised parents' questionnaires. The inspector did not investigate other aspects of the school's work in detail, but found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified. These assessments have been included in the report.

Description of the school

Almost all of the pupils are of White British heritage. A minority come from a range of ethnic backgrounds and all speak English as their first language. Children are admitted in the September after their fourth birthday. All of them attend part-time for the first term. Throughout the school, fewer pupils than in most schools have learning difficulties and/or disabilities. These include children with communication, behaviour, social and emotional difficulties and some with hearing impairment. The proportion of pupils entitled to free school meals is well below average. In some year groups there is a larger than average turnover of pupils, partly due to families from the Armed Forces being housed in the village. The school has achieved the Activemark and has Healthy School status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

John Blandy VC Primary School is a good school. It provides a good education that enables its pupils to achieve well in both their academic and personal development. The headteacher has a thorough understanding of how to improve the school. He has established a strong sense of teamwork among the staff and governors. Leadership roles among the staff are being developed well and teachers are taking increasing responsibility for their subjects. The governing body has a good understanding of, and involvement in, school improvement. Procedures for school self-evaluation involve all stakeholders and lead to successful school improvement. The school has improved in several ways since the previous inspection. These include increasing additional support for pupils who need to make faster progress and using teaching methods that take account of how different pupils learn best. Such improvements indicate that the school has good capacity to improve further.

Since the previous inspection, the school has improved the way that it tracks pupils' progress and intervenes to provide extra support for pupils whose progress is slower than expected. The range of strategies used to support pupils is proving successful in accelerating their progress. The school's data shows that all groups of pupils, including those with communication, behaviour, social and emotional difficulties and hearing impairment, make similar good progress. Although this assessment data provides teachers with valuable information, the school recognises that it could make greater use of it to provide a clearer picture of where pupils do particularly well and where additional help is needed.

Standards in test results fluctuate from year-to-year because the numbers in each year group are small and so the proportions of higher and lower attainers affect the statistics disproportionately. In some year groups, there is a significant turnover of pupils and this can have a negative impact on test results. Overall, by the end of Year 6, standards are broadly average in English, mathematics and science. The school sets challenging targets and analyses its results carefully. As a result, it implements strategies to bring about improvement as demonstrated by a recent successful focus on improving standards in reading.

The school provides good care, guidance and support for the pupils. This, along with good teaching and a stimulating curriculum, contributes significantly to their good personal development. Pupils know the targets that they are trying to achieve in their work, and to this end the school has been developing procedures to involve them more in understanding and assessing their own progress. The school acknowledges that this is an area for further development. The curriculum is planned so that it is both interesting and stimulating for the pupils. Meaningful links made between subjects such as history, drama and art help pupils to make connections between the different areas of their learning. Pupils comment that the teachers 'make learning fun' and are one of the 'best things about the school'. The positive relationships between teachers and pupils provide a good foundation for learning. Behaviour is good and effective strategies are in place to manage the behaviour of the few pupils whose behaviour is sometimes challenging.

The school's contribution to community cohesion is good both within and beyond the school community. Its rich curriculum does much to promote harmony within the school and to enhance pupils' understanding of ethnic and cultural diversity and shared values. The involvement of the school with local village activities and its contact with children in Malawi and Kenya help to develop understanding of the wider community. The school is currently looking at ways to

develop its links further, particularly in relation to school communities that are different from its own.

The school is successful in supporting the development of all of its pupils. Parents appreciate the individual attention that is paid to their children's all-round development. They are very supportive of the school, commenting on the 'great response from staff' when concerns are raised and writing, 'we are lucky to be able to send our child to the school'. A few parents expressed a wish to have more communication with, and information from, the school. Although the school regularly welcomes parents into school, the staff are looking at ways to increase communication with parents.

Pupils show positive attitudes to school. Pupils are proud of their school council and feel that it gives them an opportunity to express their views and ideas. They are pleased with their contribution to the provision of playground equipment and are excited at the prospect of establishing a vegetable garden in the school grounds. Pupils' spiritual, moral, social and cultural development are good. They develop good levels of confidence and self-esteem. Opportunities to work in teams, to undertake mini-enterprise schemes and to organise fund raising for charity all help to prepare them for later life. Pupils say they feel safe in school. They are confident that the adults will help them if they have a problem. Pupils have a good understanding of healthy lifestyles, and participate very readily in healthy eating and exercise in school.

Effectiveness of the Early Years Foundation Stage

Grade: 2

At the time of the inspection, the children in the Early Years Foundation Stage (EYFS) had been attending the school for just two mornings. They were already very well settled and beginning to understand and to follow school routines. As part of the induction procedure, close links are being forged with parents. Records from previous years show that when children are admitted, they have skills that are typical of four-year-olds, although there is some fluctuation between years. All areas of learning are planned for, and children's development is carefully observed and recorded. The school makes good use of the outdoor area for learning, and children are provided with waterproof clothing so that the area can be used in all weathers. Systematic assessment is closely linked to planning and this ensures that children enjoy a wide range of activities and make good progress. By the end of the EYFS, most children reach the expected goals, often exceeding them in some areas of learning. The EYFS is well led and managed. Planning and assessment procedures are currently being revised to ensure that they meet the requirements of the EYFS.

What the school should do to improve further

- Extend the analysis and use of assessment information in supporting planning to raise pupils' achievement.
- Increase pupils' involvement in understanding how well they are doing.

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.

Annex A

Inspection judgements

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

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
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?	2
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?	2
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?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
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	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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**

23 September 2008

Dear Pupils

Inspection of John Blandy VC Primary School, Southmoor, OX13 5DJ

Thank you for welcoming me when I visited your school recently. I enjoyed talking to you and hearing your comments. You say that you go to a good school and I agree with you.

Here are some of the good things I found in your school.

- All of the adults take good care of you and this helps you to feel safe and happy in school.
- You make good progress in your work and your results in the national tests in English, mathematics and science at Year 6 are similar to those in most other schools.
- You told me that you enjoy your lessons because the teachers make learning interesting.
- You eat healthily in school and enjoy taking exercise because you know that this helps to keep you healthy.
- Your headteacher, teachers and governors are good at finding ways to improve your school.

To make your school even better, I have asked your teachers to:

- keep even closer checks on how well you are making progress so that they can plan work that is just right for you
- help you to understand better how well you are doing.

You can help your teachers by always doing your best.

I hope that you keep enjoying being at school and continue to work hard.

Yours sincerely

Vanessa Ward

Lead Inspector