

# Great Rollright Church of England (Aided) Primary School

Inspection report

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<b>Unique Reference Number</b>	123183
<b>Local Authority</b>	Oxfordshire
<b>Inspection number</b>	314527
<b>Inspection dates</b>	11–12 June 2008
<b>Reporting inspector</b>	Jeffrey White

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	62
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Michael Napier
<b>Headteacher</b>	Mrs Anne Hewett
<b>Date of previous school inspection</b>	11 October 2004
<b>School address</b>	Great Rollright Chipping Norton OX7 5SA
<b>Telephone number</b>	01608 737202
<b>Fax number</b>	01608 737916

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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This very small school serves a socially mixed area. Almost all pupils are of White British origin. The percentage of pupils with learning difficulties and/or disabilities is above average. Most of these pupils have moderate learning difficulties but they also include pupils with hearing impairment, and behavioural and emotional difficulties. The proportion of pupils who join the school at other than the usual starting times is above average. The headteacher has been head of the school for less than two years.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Great Rollright is a good school that has improved very substantially in less than two years. A comment of one parent that 'the school has improved greatly and the children are happy and well cared for' is typical of their views. The headteacher's outstanding leadership, supported by the governors and staff, has ensured that the drive towards improving pupils' achievement and standards has been successful. The school is well placed to continue improving. Pupils throughout the school achieve well and make good progress. Standards are rising and are above average at the end of Year 2. Although standards at the end of Year 6 are below average, they are rising quickly.

The school's links with other schools and other external providers is highly effective in promoting pupils' well being. For example, pupils particularly enjoy the wide range of sporting activities provided by the partnership with other schools. Pupils' personal development is outstanding. They are confident and very keen learners and particularly enjoy taking on responsibilities. For example, they regularly contribute to the school's newsletter. Pupils' behaviour is excellent and their attitudes to learning are highly positive. They play a key role in helping to choose and organise charitable fund raising. They thoroughly enjoy their work and are well prepared for future life.

The overall quality of teaching has improved and is now good. Teachers set challenging targets for individual pupils to achieve and this is a key reason why achievement and progress have improved. Teachers and teaching assistants plan together, and this ensures that all pupils are well supported and especially those with the greatest need.

Pupils very much enjoy the good curriculum particularly the wide range of extra-curricular activities including the school's links with schools in Germany and Finland. These links contribute well to pupils' cultural understanding of the wider world. Their knowledge and understanding of the cultural diversity within Britain however are less well developed and improving them is a forthcoming target in the school's improvement plan. The school has invested in more computers for developing information and communication technology (ICT). Pupils enjoy using ICT but do not use it frequently enough to ensure that skills are developed systematically. The quality of care, guidance and support is excellent and commented on very favourably by parents. Pupils feel extremely safe in the school. They are very aware of their targets for learning and know what to do to improve.

## Effectiveness of the Foundation Stage

### Grade: 2

There are very few children in the Foundation Stage. Their wide range of abilities is generally what is expected for their age. They make good progress, particularly in their personal, social and emotional development and also in their mathematical development. They respond well to the safe and healthy environment. Good opportunities are provided for them to develop their social skills and they relate well to others when working in groups. They also develop independence when they choose activities both outside and indoors. Sometimes when the children are engaged in these activities the staff do not always check that the chosen activities are productive. The children's behaviour is good and their attitudes are very positive. Their confidence develops quickly, for example, when they are using computers or practising their writing of letters and simple words. The children enjoy visiting the local community where they

look at different houses in the village, sketch them, and also take photographs. The staff plan well together and the Foundation Stage is well led. Contacts with parents are good.

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

- Provide pupils with more regular and frequent opportunities to develop and practise their ICT skills.
- Broaden pupils' understanding of Britain as a diverse society.

## **Achievement and standards**

### **Grade: 2**

Standards vary significantly between the different year groups because of the small numbers of pupils in each year and the generally above average proportion of pupils with learning difficulties and disabilities. However, standards are rising throughout the school because of the more challenging targets set for individual pupils' learning. Although comparison with national averages is difficult because of the small numbers, it is clear that standards at the end of Year 6 have in the past tended to be very low. School data shows that standards in Year 6 have improved rapidly and are now broadly below average. This is mainly due to the outstanding teaching in this class. Pupils' work in Year 6 is excellent especially in writing. Teaching is also highly effective in Year 2 and standards are now above average. Achievement is good across the school. Pupils make good progress over time and in lessons and achieve their challenging targets. Pupils with moderate learning difficulties and those with disabilities achieve well and make good progress, including pupils with hearing impairment. The most able pupils also achieve well and are aptly challenged by their work.

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

### **Grade: 1**

Pupils are confident and articulate and have excellent attitudes to learning. Year 6 pupils comment that behaviour and relationships are much better than formerly. Many echoed one pupil's opinion that 'we now trust each other'. Pupils understand the reasons for eating healthily and for taking regular exercise and are pleased that the Tuck shop has been replaced by the provision of free fruit to all pupils. Pupils make an outstanding contribution to the school and wider community, for example, they organise Book Fairs of which they control the finances. They also undertake duties in the school office. The headteacher receives very positive feedback following pupils' visits to the wider community, especially in respect of their behaviour and good manners towards others. Pupils thoroughly enjoy sharing their opinions. They are developing exceptionally well as citizens and so many are keen to be a member of the school council that elections are held. This is a good example of pupils being positively involved in a democratic process. Pupils' attendance is good because they thoroughly enjoy their time in school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils respond extremely well to the good teaching. They are eager learners and consequently lessons are soon underway and the time is used effectively. Lessons are very well planned with close attention given to meeting the range of individual pupils' needs. Teachers and support

staff manage discussions with pupils very productively and questioning is well focused. Pupils are encouraged to explain their thinking, for example, when solving number problems. Teaching assistants make sure, often by a quiet word in a pupil's ear, that those with learning difficulties are suitably attentive. Occasionally there is a lack of clarity in teachers' instructions at the start of lessons which causes some initial confusion. In an excellent literacy lesson lively and creative teaching was thoroughly enjoyed by Year 5 and Year 6 pupils and included very effective use of drama. Teachers make good use of assessment to ensure that targets are challenging.

## **Curriculum and other activities**

### **Grade: 2**

Pupils enjoy the curriculum and it captures their interest. Pupils' basic literacy and numeracy skills are taught thoroughly, and promoted consistently, in other subjects. This has been an integral, and very successful, part of the school's drive to eliminate under-achievement and improve pupil progress. For example, opportunities are taken to use the local community to develop literacy skills. A visit to the Labyrinth in the local church resulted in some very good written reflection on different parts of the Easter story. ICT is used across the curriculum and enjoyed by pupils, for instance, when researching in history. However, the school acknowledges, that the use of ICT is too infrequent. A wide range of sporting activities is provided which enables many pupils to take part in and enjoy physical activity. Visits and visitors to the school, sometimes from abroad, also enhance the curriculum.

## **Care, guidance and support**

### **Grade: 1**

Most parents and pupils comment on how pleased they are with the school's outstanding provision of care. Procedures and systems to ensure pupils are safe and well looked after are highly effective. A strong ethos of Christian values permeates the life of the school and pupils know who to turn to if they have a problem, and they show concern for others. Pupils are well aware of how to adopt safe practices, for example when using computers. Both personal and academic guidance are outstanding. The headteacher's successful measures to improve behaviour included the introduction of behaviour codes and the training of older pupils in conflict resolution techniques. These measures have especially helped pupils with behavioural and emotional difficulties. All pupils benefit from having clear targets for improving their academic progress and they thoroughly understand them. Marking is highly effective as it both praises pupils' efforts and also indicates precisely what they need to do to improve. External agencies are used productively, for example, to support pupils with hearing impairment.

## **Leadership and management**

### **Grade: 2**

The headteacher's excellent leadership coupled with the support of governors, staff and parents, has ensured that there is a strong continuing momentum for change following a period of instability in both staffing and leadership. Good use has been made of the Local Authority's support programmes to help the school eliminate under achievement. The headteacher and staff work very well as a team. The headteacher encourages their professional development and welcomes new ideas. The subject leaders are fully involved in monitoring the school's performance and the headteacher is now planning to develop their leadership roles. Thorough tracking of pupils' progress is followed by effective action to improve achievement and raise

standards, most importantly in English and mathematics. The school's self-evaluation, although thorough, is not always precise enough about the impact of provision on pupils' learning. The commitment to promote equal opportunity for all pupils is strong and especially so in meeting the needs of pupils with learning difficulties and/or disabilities. The school has very clear direction and governors are actively involved in strategic planning. They fulfil their responsibilities well. Through the work of their monitoring committee, which evaluates school performance, they have gained a good awareness of the school's strengths and weaknesses. They are now planning their classroom visits with a sharper focus.

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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?	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?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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 disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well 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	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the 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?	1

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
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 tackled so that all learners achieve as well as they can	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

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

26 June 2008

Dear Children

Inspection of Great Rollright Church of England (Aided) Primary School, Chipping Norton, OX7 5SA

Thank you for welcoming me into your school and for the help you gave to me during my visit. It is clear from what I learned that you go to a good school. I enjoyed talking to you and hearing about all the activities you like best. You told me that you enjoy coming to school and I could see that you are very happy there. You behave extremely well, are very well mannered and you are helpful to each other and to adults. Your headteacher is an excellent leader and with the help of governors and staff is making sure that your achievement and progress are improving quickly. Your teachers and teaching assistants teach you well and they all care for your continued well being. I was very pleased to see that you enjoy having responsibilities such as helping in the school office. You are also doing your best to keep healthy especially by taking part in the good number of sporting activities.

Your involvement with schools abroad is helping you to understand different cultures. I have asked your headteacher to help you also to learn more about different cultures within Britain. I know you like using ICT especially when you want to research information. Some of you said you would like to use ICT more frequently and I have asked your headteacher to make sure this happens.

Finally thank you once again for making my visit to your school so enjoyable.

Yours sincerely

Jeff White

Lead Inspector