

# Botley Church of England Controlled Primary School

## Inspection report

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<b>Unique Reference Number</b>	116273
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	338780
<b>Inspection dates</b>	15–16 March 2010
<b>Reporting inspector</b>	Michael Pye

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>	Foundation
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	257
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alison Stubbs
<b>Headteacher</b>	Sian Tomlin
<b>Date of previous school inspection</b>	5 March 2007
<b>School address</b>	High Street Botley SO30 2EA
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## Introduction

This inspection was carried out by three additional inspectors. They spent almost half of their time observing 24 lessons and conducted two learning walks around the school, with a specific focus on the curriculum, pupils' behaviour and teaching. In all, 10 teachers were observed. Meetings were held with pupils, governors and staff. Inspectors also observed the school's work, lesson and curriculum plans, pupil progress data, self-evaluation records and development plans, as well as documentation relating to health and safety and safeguarding matters. A total of 73 parent questionnaires were scrutinised, along with 90 pupil questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effect of changes to the curriculum and teaching strategies introduced by managers to raise pupils' attainment and progress in science
- how rigorously leaders and managers at all levels monitor the work of the school
- the quality of teachers' planning and how well they use assessment data to plan work that challenges pupils of different abilities, particularly higher attainers
- the apparent strengths in the personal development of pupils in aspects of the Every Child Matters agenda, and how well partnerships are used to benefit the pupils.

## Information about the school

Pupils in this average-sized primary school come from a predominantly White British background. The proportion of pupils with special educational needs and/or disabilities is above average. Most have moderate learning and/or social, emotional and behavioural difficulties. The proportion of pupils with a statement of special educational needs is below average. The number of pupils entitled to free school meals is much lower than average. There is provision for the Early Years Foundation Stage in the Reception classes. The school has been recognised nationally through the Activemark and Healthy School awards.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Under the highly effective leadership of the headteacher the school has continued to improve since the last inspection and now provides an outstanding quality of education for its pupils. Parents, from their questionnaire replies, as well as those who came to see inspectors, fully support the school. One parent reflected the views of many when writing, 'The school has improved so much. Currently it is really buzzing and enthusiastic.' Another spoke of the extremely caring ethos in the school, the sense of teamwork and the commitment of the school to providing children with a positive view of learning. The pupils' personal development is outstanding, behaviour is excellent and they show a respect for each other and for different cultures. They are polite, behave extremely well and demonstrate exceptionally positive attitudes towards their work.

Underpinning the pupils' enjoyment of school is the vibrant curriculum, which provides pupils with an excellent range of experiences. This includes designing 'living museums' which obviously stimulate and motivate pupils. 'They're different experiences', 'They're so much fun', 'I get to do all sorts of things ' it's great', said pupils. Consistently good or outstanding teaching also contributes to the excellent progress made by pupils.

Teachers plan work very well for pupils of different abilities, including higher attainers, using assessment data skilfully. The progress of pupils with special educational needs is extremely well tracked. This, together with some well- targeted support in lessons and in small groups led by teaching assistants, enables them to make the same progress as their peers. In Reception, children sometimes spend too much time on the mat listening to adults, which means that they then lose concentration. Nevertheless, across the school, pupils make outstanding progress given their starting points, as reflected in the data showing an upward trend in progress over the last three years. Attainment in the 2009 national tests for Year 6 pupils was significantly above average in English and mathematics, and average in science. Typically, the school has carried out thorough research into the science results and accurately identified the need for more problem-solving approaches. These have been introduced but the full impact has yet to be seen, although progress in science lessons observed was good.

Rigorous monitoring by leaders at all levels results in the school having a very detailed and accurate view of its strengths and where it needs to improve. For example, in Reception the school has recognised the need to develop the external area so that it has even more impact on the children's learning. The audit of the school's work regarding community cohesion has clearly highlighted the need to further develop the pupils' understanding of life in a contrasting area of Britain.

The work done to establish the exciting curriculum, together with the use of assessment to identify pupil needs, and the sustained high academic standards and achievement

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levels reflect the school's outstanding capacity to improve. This is also demonstrated by the high quality leadership of the deputy headteacher during a recent period of prolonged absence of the headteacher. During this period, school life was uninterrupted and standards of teaching, behaviour and the rate of pupils' progress continued seamlessly and remained high quality.

**What does the school need to do to improve further?**

- Enhance pupils' understanding of life in multicultural Britain through developing links with a contrasting school.
- Accelerate the already good progress of children in the Early Years Foundation Stage through:
  - developing the external area to increase the range of challenging activities for children
  - ensuring that inconsistencies are ironed out regarding the extent to which activities are too adult-led.

**Outcomes for individuals and groups of pupils****1**

Currently, pupils, including higher attainers, are making excellent progress and attaining standards that are above average by the time they leave Year 6. This high level of achievement is the consequence of a real enjoyment of learning. In a Year 5 and 6 lesson all pupils were motivated by the challenge of matching kilogrammes to grammes, while higher attainers responded well to the extra demand of working in decimals. Positive attitudes to learning were also apparent in a Year 5/6 lesson where pupils were eager to identify healthy food in lunchboxes when building a database for use in identifying frequency and designing graphs.

The school has a very good data bank that shows the attainment and progress of individuals and various groups of pupils. This enables staff to cater extremely well to meet the needs of all pupil groups. For example, a higher attaining group in Year 6 were set the challenging task of producing a biased account of events through the eyes of Ancient Greeks or Persians.

The pupils are independent learners, with older pupils quickly on task and concentrating well when asked to identify the roots of Greek words in an English lesson. They have an excellent knowledge of how to stay healthy and safe. This reflects the impact of the school's work in gaining the national awards. In particular, the pupils' knowledge of healthy living is extremely well reinforced through various subjects. For example, when learning to scan text the pupils are asked to read about dental health. The pupils are eager to contribute to their community and they make meaningful decisions about aspects of school life. The school council has sub-groups, such as the 'Green Team', while other pupils edit and print the school newspaper. The standards of basic skills in English, mathematics and information and communication technology are high. These, together with initiatives to develop enterprise skills, such as the 'Dragon's Den' exercise,

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help prepare the pupils exceptionally well for their future. Pupils' spiritual development is outstanding, and they respond very well to opportunities to be creative and imaginative when studying the world around them. Their cultural awareness in terms of art, music and history is excellent, as is their moral and social development.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Teachers have high expectations of pupils in terms of behaviour and work. Pupils respond well to this because of their positive attitudes but also because relationships within class are so secure. The pupils want to engage with the learning and do so through answering questions and remaining on task for prolonged periods. Teachers make consistently good use of the electronic whiteboards, although they occasionally miss opportunities to involve pupils more in accessing the interactive nature of this resource. During lessons the use of ongoing assessment by staff is excellent. Periods of consolidation help to identify which pupils require further support. Marking is informative and pupils know how to improve their work.

The curriculum manifestly meets the needs and aspirations of all groups of pupils. Much

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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work has been done to produce a curriculum that links the various subjects and skills in an imaginative way. This has made learning more interesting and engaging for pupils. Topics end with a class presentation, often to parents. The 'Strictly Tudor Come Dancing' recording demonstrated the enjoyment of this approach and how the curriculum contributes so well to the personal development of pupils. Enrichment is excellent, with French taught using an interactive approach, and pupils benefit very well from visiting experts, visits and a wide range of well- attended after-school clubs.

Very high quality care, guidance and support are provided for pupils and their families. Behind the caring ethos, which is readily acknowledged by parents and pupils, there is a carefully thought-out approach to identifying pupils in need of support, and excellent targeting ensures the full inclusion of all pupils. The parent support advisor helps establish positive links between school and home. The school is unafraid to seek a wide range of external help and support for pupils. Various and very good opportunities exist for pupils to express their thoughts and views; they feel safe, respected and well cared for.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The drive for improvement has been extremely well shared with staff. There is a widespread understanding amongst staff of the values and commitment to improve that underpins the school's development. Challenging targets are used to successfully focus efforts; for example, the high academic targets for 2009 Year 6 pupils were exceeded. Rigorous monitoring takes place at all levels of leadership; a particularly strong feature is the analysis of collected data and information that informs highly accurate development planning. Observation of lessons is thorough and teachers benefit from detailed feedback on how to improve. Outstanding governance helps ensure that safeguarding procedures are effective and equal opportunities are well monitored; detailed records are kept and policies are updated. The school promotes community cohesion well overall and is aware of areas for further development. The introduction of a detailed pupil progress tracking system allows the quick identification of pupils and different pupil groups who require further support or challenge. This reflects the highly inclusive nature of the school and its commitment to equal opportunities for all. Partnerships, including those with the church, are outstanding, and the same is true of engagement with parents and carers. A parent wrote, 'The school communicates well

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with parents through newsletters, one to one and curriculum letters which are helpful in seeing the areas I can help support my child with at home.' The home learning projects have enabled them to work alongside their children on topics such as making models of houses at the time of the Great Fire of London, or Greek amphitheatres. Links make a practical impact on pupils' learning, for example, contact with a local strawberry producer and nursery enables pupils to learn about growing fruit.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

**Early Years Foundation Stage**

Children enter Reception with mixed levels of skills and knowledge, but generally these are just below typically expected levels. In some aspects of literacy and numeracy, standards are well below expectations. Consistently good levels of teaching help ensure that the children progress well. Many make very good progress towards their learning goals, and by the time they enter Year 1 they meet the learning expectations for their age. Relationships with adults are very positive and the children are well included in all activities. Consequently, the children are relaxed and enjoy the varied experiences they are offered, for example, when using cameras to take photographs to share with their peers. Teachers and learning assistants have high expectations and make good use of assessment methods to ensure that children have an appropriate level of challenge. Planning shows delivery of the Early Years Foundation Stage curriculum, and opportunities exist for child-initiated play. On occasions the sessions become too adult-led with the consequence that children lose concentration, and this slows their progress. Good leadership ensures that resources are varied and appropriate, although



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the school is aware of the need to develop the outdoor area in order to provide a greater range of challenging activities. Extremely good links have been made with parents and carers, who praise the school's level of care for their children.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Parental support for the school is overwhelmingly positive. Strong views were expressed over how the school is so good at keeping their children safe, and how good the teaching is. A very small minority of parents had concerns regarding leadership and management, the progress of their children and behaviour. The inspection team judged these aspects to be outstanding.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Botley Church of England Controlled Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 73 completed questionnaires by the end of the on-site inspection. In total, there are 257 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	70	18	25	2	3	0	0
The school keeps my child safe	59	81	13	18	0	0	0	0
The school informs me about my child's progress	48	66	23	32	2	3	0	0
My child is making enough progress at this school	50	68	18	25	4	5	0	0
The teaching is good at this school	51	70	20	27	0	0	0	0
The school helps me to support my child's learning	45	62	25	34	1	1	0	0
The school helps my child to have a healthy lifestyle	39	53	32	44	0	0	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	34	47	34	47	1	1	0	0
The school meets my child's particular needs	45	62	24	33	3	4	0	0
The school deals effectively with unacceptable behaviour	32	44	37	51	4	5	0	0
The school takes account of my suggestions and concerns	41	56	24	33	4	0	0	0
The school is led and managed effectively	51	70	22	30	4	5	0	0
Overall, I am happy with my child's experience at this school	49	67	22	30	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



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19 March 2010

Dear Pupils

Inspection of Botley Church of England Controlled Primary School, Botley SO30 2EA

Thank you for making us so welcome when we visited your school recently. You were keen to tell us about your views. We listened carefully and agree with you and your parents that you go to an outstanding school.

We particularly liked the great range of interesting things that you do. The 'museum in a suitcase' and the 'Strictly Come Dancing' activities looked fun. You also told us how much you had learnt. The outstanding teaching that you receive helps you make exceptional progress in your work. Your standard of work by the end of Year 6 is above what is normally expected. The children in Reception progress well and we have asked the school to look at developing the outdoor area to give them more opportunities to learn outdoors. We have also asked that the children are always given the chance to get on with their own work as quickly as possible.

We also liked the way in which you are helped to grow into polite young people who respect each other and people from other cultures. You behave exceptionally well and the school provides you with great opportunities to contribute to your community and the locality. Thanks to the school councillors who spoke to us. Well done to the 'Green Team' for their work on the environment. We have asked the school to look at developing a link with another school in Britain so that you can learn even more about the way of life of other children, for example, those who live in a large town.

You told us and we agree that you are very well cared for by the adults in your school. You said that you know who you can go to if you have a problem, and that your views are listened to. The adults all want you to have the best and the leaders look very carefully at school life and how it can be improved. They also make accurate judgements about whether any changes they have introduced have made things better in the school.

Thank you again and on behalf of my colleagues I wish you all the very best for the

future.

Yours sincerely

Michael Pye

Lead Inspector

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