

# Fritwell Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	123099
<b>Local Authority</b>	Oxfordshire
<b>Inspection number</b>	340278
<b>Inspection dates</b>	29–30 June 2010
<b>Reporting inspector</b>	Nick Butt

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 controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	179
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Gary Dawkins
<b>Headteacher</b>	Joanne Daly
<b>Date of previous school inspection</b>	23 February 2007
<b>School address</b>	East Street Bicester OX27 7PX
<b>Telephone number</b>	01869 345283
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<b>Email address</b>	office.3065@ocnmail.net

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons and observed seven teachers. They held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a selection of documentation, including planning, evidence of monitoring, such as lesson observations, an analysis of pupils' work and other assessment information. Inspectors scrutinised inspection questionnaires returned by 41 parents and carers, and others by staff and pupils.

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

- what the school is doing to raise attainment in writing and mathematics
- how the school is ensuring that teaching is consistently good or better
- the effectiveness of leaders and managers in monitoring the work of the school to reach an accurate evaluation of its strengths and areas to develop

## Information about the school

This is a smaller than average-sized school and serves a group of nine villages. Most pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is below average. Among other awards, the school has Healthy School status and Activemark. There have been several changes of staff in recent years, and a new deputy headteacher was appointed in April 2010.

**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?**

**3**

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

**3**

## Main findings

Fritwell is a satisfactory school. There have been recent improvements in writing following a particular focus on developing this subject. Pupils' attainment is broadly average by the end of Year 6 and pupils make satisfactory progress, although there are variations in the rate of progress because of inconsistencies in the quality of teaching. The school has been through several changes of staff in recent years, but the appointment of a new deputy headteacher has strengthened the effectiveness of the leadership team. Parents have mixed views about the school, with some expressing concerns at the high turnover of teaching staff.

Children make a good start in the Reception class, achieving well because of the consistently good provision. Pupils' progress slows to satisfactory elsewhere in the school because not enough of the teaching is good. Not all pupils are challenged to do as well as they can, and sometimes teachers do too much of the talking, missing opportunities for pupils to discuss ideas amongst themselves. While some marking is good, particularly of writing, too often pupils are not clear what they have to do to improve because teachers seldom assess them on criteria linked with the objective of the lesson. Good curriculum enrichment makes a positive contribution to pupils' enjoyment of school, with a good range of clubs, visits and visitors, and special themed days. Work has begun on developing the curriculum, although there are not enough links between subjects where pupils can practise their literacy and numeracy skills. The school provides a good level of care for its pupils and offers a range of services that help pupils to overcome barriers to learning

Pupils' good spiritual, moral, social and cultural development gives them a clear understanding of the school's values and means that pupils of all ages generally get along together, with the older ones supporting the younger ones. Pupils have an outstanding understanding of how to live a healthy lifestyle, recognised by the award of Healthy School status and the Activemark. A large majority of pupils take part in a good range of sports clubs to keep fit. Pupils' contribution to the school and wider community is also outstanding, because of their willingness to take on responsibilities and their involvement in local events such as the Fritwell Festival.

The impact of the school's leaders and managers and consequently its capacity for further improvement are satisfactory. The senior leadership team sets the caring ethos for the school and works hard to offer pupils a good range of exciting experiences to enjoy. Self-evaluation is too generous, however, because systems for monitoring the school's work are not rigorous enough and core subject leaders do not have the opportunity to observe teaching in their subjects. The school has not challenged itself sufficiently when setting end-of-year targets in attainment and progress for each year

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group.

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

- Raise attainment in writing and mathematics by providing more opportunities for pupils to use literacy and numeracy skills in other subjects
- Improve teaching so more of it is consistently good or better by:
  - marking pupils' work against the learning objectives for the lesson so that pupils are clear about what they have to do to improve
  - planning work that challenges all pupils
  - striking the correct balance between teacher talk and pupil discussion
- Increase the effectiveness of leadership and management by:
  - ensuring monitoring systems are sufficiently rigorous to produce accurate self-evaluation
  - providing opportunities for core subject leaders to observe lessons
  - setting sufficiently challenging targets in progress and attainment for each year group.

## Outcomes for individuals and groups of pupils

**3**

Pupils say they enjoy school, particularly the clubs and visits and taking part in performances. One said, 'We're always doing something fun.' Year 4 pupils performed their plays with confidence and enthusiasm, and their classmates were able to offer constructive criticism. Year 2 pupils were very interested in programming a robotic toy to make it go to a certain spot on a map. Year 6 pupils worked together to design the floor plan of a bedroom outside on the playground and measured the dimensions carefully. Pupils are engaged and behave well when doing such practical activities. Behaviour is satisfactory overall. This is because there are too many instances of pupils becoming restless or not applying themselves to their work when they are insufficiently challenged or when they have to sit for long periods before starting their tasks. Pupils with special educational needs and/or learning difficulties make satisfactory progress from their starting points, receiving the support they need to reach their individual targets

Pupils grow their own vegetables for use in the school kitchen to ensure their food is fresh and healthy. The school council requested drinking fountains for the playground, and set about obtaining them, so that pupils have access to water outside. Pupils say they feel safe and would turn to an adult if they had a problem. They have confidence in the anti-bullying charter. Pupils become play leaders to organise games for the younger ones and act as buddies to anybody who needs a friend. They are aware of the needs of others and the environment, raising funds for charities and campaigning to prevent a mobile telephone mast from being built locally. Pupils have close links with the local church and a nearby farm, where they help out. They are satisfactorily equipped for

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secondary school, leaving Year 6 with an average level of basic skills.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</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>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Pupils' satisfactory progress comes about as a result of teaching that, while sometimes good, does not always challenge them sufficiently well. Relationships in class are generally positive and the pace picks up when pupils take an active part in lessons. Computers are used well to develop learning in a range of subjects. Marking is inconsistent, rarely focusing on the aim of the lesson to show pupils how well they have achieved the objective. Pupils are given targets, but they are not always clear what these are or how near they are to reaching them. Good artwork contributes to an attractive learning environment, especially in the hall, where pupils have made felts and silk screens with a local artist. Year 2 pupils made exquisite drawings of artefacts from Africa. Music has a high profile, with all pupils in Year 5 learning a brass instrument, and the older pupils putting on a musical. The school organises a good range of visits for pupils to go to places of local interest, such as Sulgrave Manor, and further afield on a residential trip to Devon. Good use is made of the school's extensive grounds, with a

<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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large area given over to a trim trail. The curriculum is planned to make links across subjects, although there are not enough opportunities for pupils to use their literacy and numeracy skills in imaginative ways.

The school has seen persistent absence reduce considerably because of its work with families. Good support for pupils who may be vulnerable is enabling them to participate fully in school life. Pupils are known as individuals and given the support they need to make the expected progress

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The senior leadership team has been strengthened by the appointment of the new deputy headteacher, whose influence in improving the Early Years Foundation Stage is already apparent after one term. Leaders and managers are committed to rapid school improvement following a period of uncertainty and change. Inaccuracies in self-evaluation arose as a result of weaknesses in the school's monitoring systems. Monitoring is not rigorous enough and its scope has been too narrow this year. However, there has been a beneficial impact with the focus on writing this year. Subject leaders have not had the opportunity to see the impact of agreed actions in lessons to be able to measure how effective they are. The governing body supports leaders and managers well, but does not pay sufficient attention to evaluating the school's impact on pupils' progress and attainment. Strategic plans contain too many actions and not enough emphasis on the desired outcomes for pupils' learning. Consequently, targets for attainment and progress are not challenging enough.

Good partnerships with the church, other local schools and the parish council bring a raft of benefits to pupils that they would not otherwise receive. This makes a valuable contribution to their spiritual and cultural development. Through the sports partnership, pupils can receive coaching in gymnastics, basketball and dance. The school ensures that all pupils are included well and not subject to discrimination. However, inconsistencies in the provision mean that equal opportunities are satisfactory overall. While safeguarding arrangements ensure the safety of all pupils, record keeping is not fully robust and the health and safety policy contains too much superfluous material not relevant to the school. The school promotes community cohesion well, having done a thorough analysis of its context and reaching out to different local groups. The school has entered into a range of projects with schools in Germany, Sweden and Spain, and

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received pupils from some of those schools. It also has links with a school in India. Pupils have begun emailing children in a contrasting urban school, although they have not had direct contact with them yet.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</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>3</b>

## Early Years Foundation Stage

Children enter the Reception year with a range of skills and abilities that are broadly as expected for their age but with least confidence in writing. They have made good progress this year, particularly so in the past term with the new deputy headteacher as the class teacher. They settle quickly to tasks and are developing independence. Children are able to sustain concentration as they attempt to make shapes out of modelling dough. There is a good emphasis on developing early literacy and numeracy skills. This year's group are performing at above average levels, although this does vary from year to year. Children enjoy learning and performing songs in French. Good use is made of the outdoor area, which is spacious and well resourced. Appropriate assessments are made, but these are not recorded in an accessible form for parents, carers and children, for example as 'learning journeys'. The Early Years Foundation Stage is led and managed well, with a strong team of adults working together to support the children.



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*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

The majority of parents and carers strongly agree that their children enjoy school and are safe. Inspection findings confirm these positive views. A few parents and carers queried whether their children were making enough progress, whether the school helped them to support their child's learning, whether their suggestions were taken into account and whether the school was well led and managed. Inspectors found that progress was satisfactory overall, but varied across the school. The school does help parents and carers to support their child's learning by running workshops and sending home useful information. It takes account of parents' and carers' views, for example by running more clubs and visits. Inspectors found that the school was led and managed satisfactorily, but that there were weaknesses in the rigour of monitoring and self-evaluation.

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

Ofsted invited all the registered parents and carers of pupils registered at Fritwell Church of England 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 41 completed questionnaires by the end of the on-site inspection. In total, there are 179 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	59	13	32	4	10	0	0
The school keeps my child safe	26	63	11	27	3	7	0	0
The school informs me about my child's progress	12	29	25	61	3	7	0	0
My child is making enough progress at this school	14	34	19	46	7	17	0	0
The teaching is good at this school	18	44	19	46	3	7	0	0
The school helps me to support my child's learning	17	41	18	44	6	15	0	0
The school helps my child to have a healthy lifestyle	18	44	22	54	1	2	0	0
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)	17	41	20	49	2	5	0	0
The school meets my child's particular needs	13	32	21	51	5	12	1	2
The school deals effectively with unacceptable behaviour	20	49	15	37	2	5	2	5
The school takes account of my suggestions and concerns	11	27	22	54	6	15	0	0
The school is led and managed effectively	14	34	20	49	6	15	1	2
Overall, I am happy with my child's experience at this school	20	49	16	39	4	10	1	2

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.**



1 July 2010

Dear Pupils

Inspection of Fritwell Church of England Primary School, Bicester OX27 7PX

Thank you for helping us when we visited your school. Fritwell gives you a satisfactory standard of education. Here are some things it does well.

- Children get off to a good start in the Reception class
- You feel safe at school and feel free from bullying
- You have an excellent understanding of how to keep healthy.
- You take responsibility extremely well and are busy in the community.
- You have a good understanding about different cultures and traditions.
- There are plenty of clubs and visits for you to enjoy
- The school cares for you well, especially if you are having problems
- The school works well in partnership with other schools and organisations
- The school reaches out well to your community and further afield

We think you could do better in writing and mathematics so we have asked the school to let you use your literacy and numeracy skills in a range of different subjects. We have asked your teachers to make sure that they challenge all of you when they are setting work, and to mark your work against the objective for the lesson. We want leaders and managers to check how you are doing in more detail so that they have a really clear idea about how you are getting on. We have asked them to set challenging targets for you. You all can help by telling them what you enjoy most about school and what you would like to learn more about

Thank you once again making us welcome.

Our best wishes for the future.

Yours sincerely

Nick Butt

Lead inspector

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