

# Bampton CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	123114
<b>Local Authority</b>	Oxfordshire
<b>Inspection number</b>	340283
<b>Inspection dates</b>	9–10 March 2010
<b>Reporting inspector</b>	John Earish

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>	132
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Fiona Farmer
<b>Headteacher</b>	Mair Dodge
<b>Date of previous school inspection</b>	10 March 2010
<b>School address</b>	Bowling Green Close Bampton OX18 2NJ
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## Introduction

This inspection was carried out by two additional inspectors. They saw 12 lessons taught by six teachers and looked at samples of pupils' work. The school's work was observed as well as documentation including the school plan and information about pupils' progress. The inspectors also talked to governors, pupils and staff in leadership positions. The views of five pupils and 47 parents and carers expressed in their responses to questionnaires were also taken into account.

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

- the quality of teaching, particularly how well assessment is used to ensure that all pupils are effectively provided for
- the progress made by different groups particularly the most able pupils
- the impact of senior leaders and governors on sustaining achievement through the monitoring of provision and performance.

## Information about the school

This is a small village school where almost all of the pupils are of White British heritage. The proportion of pupils who have special educational needs and/or disabilities vary from year to year, but overall are very much higher than that found nationally. These pupils' needs cover a wide range including moderate learning difficulties, behavioural, emotional and social problems, and physical disabilities. The school shares the site with a playgroup. This is run by a committee and was not part of this inspection. The school has achieved Healthy School status and the Activemark for sport.

**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?**

**2**

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

**2**

### Main findings

Bampton Primary provides a quality education for its pupils. One of the parents commented, 'The staff are caring and committed to providing an education which creates a genuine enthusiasm for learning.' The overwhelming majority of parents and carers who responded to the questionnaire agree. Much of this success is due to the effective leadership of the headteacher and her senior managers who have a clear view of the school's strengths and weaknesses based on accurate and detailed self-evaluation. Constant appraisal of the school's performance highlights any underachievement. Areas where changes are needed are quickly identified and decisive action is taken. This ensures that all groups of pupils continue to achieve well and enjoy learning and confirms the school's good capacity to continue improving.

Children get off to a good start in the Early Years Foundation Stage. As they move through the school pupils make good progress and their attainment is above average in English, mathematics and science by the time they leave. Pupils achieve well because they are well taught and have a good range of interesting and challenging tasks which inspire them to work hard. Teachers use assessment information skilfully to set work that matches pupils' varying needs and abilities. Teaching assistants provide good quality support. This means that pupils with learning difficulties and/or disabilities are able to play a full part in lessons and also achieve well. As one parent wrote, 'I have seen at first hand the excellent measures that have been, and are being, put in place for reluctant learners and those with special needs.' However, on some occasions, teachers miss opportunities for higher attaining pupils to explore their own ideas or do not give them enough time to do so. This means that their progress is not always as rapid as it could be.

Outstanding levels of care and support are another reason for the school's continuing success. Pupils are exceptionally well cared for and feel extremely secure and happy. As a consequence, they enjoy coming to school very much, attend very regularly and behave exceptionally well. The school's strong emphasis on promoting healthy lifestyles, recognised in its national awards, ensures that pupils have an excellent understanding of how to stay fit and healthy. Pupils are enthusiastic in their support of healthy lifestyles including eating a balanced diet and taking lots of exercise. They also regularly contribute ideas to the 'Healthy Lunchbox' section of the school newspaper. Pupils find the targets they are given very helpful because they give them something to aim for and help them to gauge how well they are doing.

Teachers are working successfully to increase the opportunities for creativity and enjoyment within the curriculum by making links between subjects so that learning is purposeful and captures pupils' interest and enthusiasm. This initiative is enabling all

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pupils to achieve well and helps to explain why both boys and girls do so well in comparison to their peers nationally. However, there are still missed opportunities within planning to fully exploit opportunities for independent learning.

Many governors are very recently appointed and are being led well by the new chair of governors. They are very supportive of the school and understand many of its strengths and weaknesses. However, they are at an early stage of devising robust new ways of holding the school to account for its performance.

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

- Ensure that teachers capitalise on opportunities during lessons for pupils, especially the higher attainers, to work independently to explore their own ideas and use their initiative in order to sustain their rapid progress.
- Ensure governors are fully involved in holding the school to account for its performance.

**Outcomes for individuals and groups of pupils****2**

'We know this is a good school because we feel part of a big family and everyone wants us to do well,' said one young pupil as she played in the playground. Another added, 'We are very proud of our school and enjoy learning.' Pupils are keen to share their ideas and willingly help and support each other. Pupils of higher ability enjoy challenging themselves. For example, pupils in a Year 3 lesson were enthusiastically measuring parts of their body and finding mathematical relationships between the data. One pupil exclaimed, 'I think the length of my foot is the same as the length of my face....we must test it out on more people to see if it is true.' In another class a much younger pupil excitedly described to her friends how water, '... turns into smoke when it is heated...but it's not smoke but tiny drips of water which drift away and disappear.' Those with learning difficulties and disabilities work confidently in small groups and enjoy learning because they are well supported. Although their progress occasionally temporarily slows when they are not fully challenged, the most able pupils also make good progress overall. Consequently, pupils of all abilities make good progress and attain levels that are above average by the time they leave the school.

Pupils take their responsibilities, as school councillors, for example, very seriously. They also make a significant contribution to the wider community through links with a local care home, events for senior citizens and by raising substantial funds for charities. They thoroughly enjoy singing for their peers and members of the local community and this is of high quality. Pupils' good basic skills, together with their positive attitudes for learning, mean that they are well prepared for the next stage of their education.

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

'We are extremely happy with the education our children are receiving. They have exciting, interesting and creative lessons and are nurtured and looked after very well,' was a view expressed by one parent and echoed by many. Pupils are valued as individuals. As a consequence, their self esteem is raised and they are enthusiastic to learn. This too has a very positive effect on their behaviour, motivation and relationships. The support for vulnerable pupils is exemplary. The school works in close partnership with parents and outside agencies to meet the learning and welfare needs of these pupils. Consequently, pupils with a range of special needs make good progress in relation to their needs.

Pupils are given good opportunities to consolidate their understanding at the beginning of most lessons because teachers use questions well to check and clarify previous learning. This means that misunderstandings are quickly dealt with before new learning is attempted. Teachers are usually good at adjusting the tasks to maintain the level of challenge with tasks well matched to individual needs. Occasionally, there are instances when teachers fail to make the very best use of the pupils' abilities to learn confidently and independently on their own. Consequently, there are missed opportunities to develop pupils' self-reliance and critical thinking skills and progress is not as rapid on these occasions.

Teachers are good at making links between subjects so that learning is purposeful and captures pupils' interest and enthusiasm. Pupils benefit from a well-planned personal, social and health education programme. They develop a strong sense of social responsibility. A good range of school clubs, including sporting, artistic and musical

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experiences, enhance pupils’ learning and add much to their enjoyment of school. Target setting is guiding pupils’ academic development well and is helping pupils gain an even clearer understanding of what they must do to improve. The school is identifying further opportunities within planning to enhance and extend pupils’ progress further through independent learning. However, there is still more to be done until this initiative is fully secure.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The strong impact of leadership is seen in how effectively the headteacher and senior leaders are embedding ambition and driving improvement. Adults have a clear understanding of what the school does well. They have maintained the many strong features identified at the time of the last inspection and continued to seek improvement. Leaders and governors take very seriously their responsibility to promote equal opportunities and tackle discrimination, and the success of this commitment is evident in the way barriers to learning have been effectively tackled. Consequently, pupils are now achieving more challenging targets.

Governors ensure that safeguarding procedures are outstanding and that all statutory requirements, including child protection and risk assessment, are regularly reviewed and approved. The recent work of the governors shows they are becoming much more involved in the strategic management of the school. Although they are starting to hold the school to account for its work, they do not yet have sufficiently robust ways of checking on the school’s progress.

The contribution the school makes to community cohesion is also good. A plan and clear actions are in place for promoting pupils’ understanding from local, national and global perspectives. Whilst links with contrasting communities within the United Kingdom are at an earlier stage of development, they illustrate the school’s commitment in this area as well as exemplifying its good range of partnerships with others.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2

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<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>2</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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</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>2</b>

### **Early Years Foundation Stage**

When children join the school their skills and understanding are below those expected for their age, varying from well to just below. They quickly adapt to school routines and learn to play and work together well. Children make good progress and achieve well because teaching is consistently good, although their standards in communication, language and literacy and counting are still below average when they join Year 1. This is largely due to the high levels of children with special educational needs. Children respond well to the challenges that are skilfully planned for them and thoroughly enjoy learning. For example, children were able to accurately describe the properties of a number of two and three-dimensional shapes selected by 'Scruffy' from a bag of objects. Some of the higher attainers were able to name them accurately. Others were exploring the 'jungle' and decided they needed to illuminate their jungle tent because it was dark and scary. They quickly solved this problem by using battery-operated torches.

The Early Years Foundation Stage is well resourced and good use is made of the inside and outside areas to develop all aspects of children's learning. Good use is also made of assessment information to plan their next steps in learning. There is a good balance between activities that are led by the adults and those that the children choose for themselves. Opportunities are sometimes missed, however, to extend pupils' learning when pupils are developing their own ideas. The new leader is managing the setting well. Team work is strong and all adults are working together well to ensure that all groups of children achieve as well as they can.



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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

Parents and carers are overwhelmingly positive about the school, its friendly atmosphere and the care given to pupils. The vast majority indicated that their children are happy at school and are kept safe. The inspectors fully endorse these views. There were many written comments in praise of the school. There was a very small number of constructive criticisms, none of which emerged as recurring concerns. These were shared and discussed with the headteacher.

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

Ofsted invited all the registered parents and carers of pupils registered at Bampton CofE 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 47 completed questionnaires by the end of the on-site inspection. In total, there are 132 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	65	14	29	1	2	1	2
The school keeps my child safe	36	75	9	19	2	4	0	0
The school informs me about my child's progress	24	50	21	44	2	4	0	0
My child is making enough progress at this school	22	46	23	48	2	4	0	0
The teaching is good at this school	32	67	14	29	1	2	0	0
The school helps me to support my child's learning	26	54	19	40	1	2	1	2
The school helps my child to have a healthy lifestyle	29	60	18	38	0	0	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)	25	52	19	40	1	2	0	0
The school meets my child's particular needs	22	46	23	48	2	4	0	0
The school deals effectively with unacceptable behaviour	24	50	18	38	3	6	0	0
The school takes account of my suggestions and concerns	21	44	24	50	1	2	0	0
The school is led and managed effectively	31	65	13	27	2	4	0	0
Overall, I am happy with my child's experience at this school	31	65	15	31	1	2	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.**



11 March 2010

Dear Pupils

Inspection of Bampton CofE Primary School, Bampton OX18 2NJ

Thank you for being so welcoming and helpful when we visited your school recently. We enjoyed looking at your work, seeing you in lessons and talking to so many of you. We were pleased to hear that you like your school very much. Almost all your parents and carers are happy with the school too.

Yours is a good school, where teachers are working hard to make it even better. This means that there are lots of things that it does really well, but also there are some things that could be even better.

We were particularly impressed that you do well in English, mathematics and science. You enjoy your school and want to do well. You behave extremely well, and help and support each other in all that you do. This means that your teachers can get on with teaching you new things and are not distracted by any misbehaviour.

You also told us that you find your lessons interesting and usually challenging. To make it even better, however, we are asking your teachers to give you even more opportunities to use your own initiative during lessons and to work independently so that you can make even faster progress. We have also asked the governors to find new ways of checking on how well the school is doing and of making sure that everyone is as successful as possible.

Each of you can play your part in making this school even better by continuing to work hard to meet the targets teachers set you.

Yours sincerely

John Earish

Lead inspector

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