

Garsington Church of England Primary School

Inspection report

Unique Reference Number	123123
Local Authority	Oxfordshire
Inspection number	363962
Inspection dates	15–16 September 2010
Reporting inspector	Paul Edwards

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	182
Appropriate authority	The governing body
Chair	Nick Ruscombe-King
Headteacher	Karen Metcalf
Date of previous school inspection	11 October 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors saw eight teaching staff while visiting 16 lessons or parts of lessons. Meetings were held with governors, senior leaders, teaching staff and groups of pupils. The inspectors observed the school's work, and looked at documentation including the school's self-evaluation, assessment and tracking information, minutes of governing body meetings, arrangements for safeguarding and pupils' work. Staff and pupil questionnaires were also scrutinised along with 43 completed by parents and carers.

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

- the progress pupils make in science
- whether girls make sufficient progress and how teachers plan work for different groups of pupils
- the pupils' awareness of people from different economic backgrounds.

Information about the school

Garsington is a smaller than average primary school. Most pupils are from White British backgrounds and very few speak English as an additional language. The proportion of pupils known to be eligible for free school meals is slightly below that seen nationally. The proportion of pupils with special educational needs and/or disabilities is broadly average. Most of these pupils have moderate learning difficulties. The Early Years Foundation Stage caters for children in a single Reception class.

The school holds Healthy School status and has been awarded the Green Flag for its ECO work. The governing body manages an after-school club on five days a week during school terms.

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

2

Main findings

Garsington provides a satisfactory education for its pupils. There are a number of good features including the provision of strong pastoral support and guidance, a varied and interesting curriculum and the opportunities provided for children to work closely with the local community. Parents think highly of the school. The views of two parents reflect those of many when commenting, 'the school provides a happy, safe and stimulating environment' and 'the teachers are happy to discuss and cooperate with parents to help my child's development'.

Children enter the Reception class with skills and abilities that are similar to those expected for their age. Improved provision ensures these children do better than those in previous years. The effective teaching ensures they make good progress so that on entry to Year 1 they are well equipped to undertake work on the National Curriculum. As a result of increasingly effective monitoring of teaching, there have been improvements in learning. Overall, progress is satisfactory. In Key Stage 1 pupils make good progress in English, mathematics and science. However, progress slows a little in Key Stage 2 because teaching is not sufficiently challenging. There is no significant difference in the progress made by boys and girls. By the end of Year 6 pupils' attainment is average.

Although good teaching was observed during the inspection, it is satisfactory overall because not all pupils are challenged sufficiently to make better progress. Learning objectives are not always sufficiently precise and linked closely enough for day-to-day assessments to identify what the pupils will be able to do by the end of the lesson. As a result of the early identification of their needs, and the effective programme of support that is put in place, pupils with special educational needs and/or disabilities make satisfactory progress overall. Where there is additional support, particularly in English, they often make good progress.

A good range of visits, visitors and clubs enriches the stimulating curriculum. Links with the Garsington Opera provide pupils with the opportunity to develop their singing and musical skills. Work with a local artist has enabled the pupils' paintings of the local area to be celebrated in a montage to be displayed in the school and from which prints will be made. Through its community cohesion plan the school has worked hard to improve the pupils' awareness of other cultures and religions, although it rightly recognises there is more to be done to ensure they have a better understanding of people from different backgrounds in this country. Pupils are well looked after and supported and this helps them to feel safe and secure. However, there are too few opportunities for the pupils to take charge of their own learning and find things out for themselves. The after-school club provides a good range of activities for pupils at the end of each day.

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The headteacher, together with the senior leaders, has a clear understanding of the school's strengths and areas for development. Issues arising from the previous inspection, including raising attainment at Key Stage 1 and that of the pupils with special educational needs and/or disabilities have been addressed effectively. Importantly, the school is beginning to lay down a firm foundation in order to sustain improvements in pupils' progress and the standards they reach. Together with the drive and enthusiasm of the governing body, the leadership and management demonstrate a good capacity for further improvement. Subject leaders are becoming more skilled at identifying strengths and areas for development in the quality of teaching and learning.

What does the school need to do to improve further?

- Accelerate pupils' progress in Key Stage 2 by:
 - ensuring learning objectives precisely and clearly identify what pupils are expected to achieve by the end of lessons
 - using day-to-day assessment information to more accurately pitch the work at the correct level
 - providing more opportunities for pupils to find things out for themselves and for them to develop their independent learning skills.
- Plan and evaluate carefully the opportunities for pupils to develop their understanding of people from different cultures, religions and backgrounds in this country.

Outcomes for individuals and groups of pupils**3**

In 2008 pupils' attainment in national tests at the end of Year 6 was below average in English, mathematics and science, but it rose in 2009. Provisional test results for 2010 indicate attainment to be broadly average. Classroom observations show that pupils make satisfactory progress overall, although in Key Stage 1 progress is better because activities are more exciting. Throughout the school pupils' speaking and listening skills develop well, the result of good opportunities for them to respond to questioning at length and to engage in discussion with their classmates. The school has successfully addressed previous underachievement in writing, particularly among the boys, by ensuring a good focus on this aspect. Pupils with special educational needs and/or disabilities progress in line with their classmates overall. However, they frequently make good progress in their literacy skills. Progress in science at Key Stage 1 is good, the result of sessions that are practical and really enthuse pupils. Good tracking procedures provide a clear picture of the attainment of individuals. This shows clearly that differences in progress between boys and girls are minimal.

Pupils' above-average attendance is testament to their enjoyment of all aspects of school life. Pupils behave sensibly, which helps them all to feel safe, and they look after one another well. Children in the Reception class rapidly learn the school rules and this understanding stands them in good stead as they move through the school. Through

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school routines and curriculum activities pupils show that they have a good understanding of healthy lifestyles. Discussions with them show they put this knowledge into practice.

Pupils are keen to take responsibility, for example through work on the school council. They are also very proud of their work on the ECO council and particularly gaining the Green Flag award. Opportunities for the pupils to develop their independence in lessons are limited and this inhibits their learning, particularly at Key Stage 2. Through their fund-raising pupils develop a good understanding of service to the community and to each other. Pupils' have a good understanding of right and wrong and how they should take care of others. However, they have a limited awareness of the different backgrounds of people in this country. Despite only reaching average levels in their literacy and number skills, pupils' good speaking, social skills and information and technology skills prepare them well for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils behave well because teachers have high expectations of them. They are keen to

¹ 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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learn because, overall, teaching is at least satisfactory, ensuring they make sound progress. Where teaching is satisfactory rather than good, it is because the teachers do not make sufficiently good use of the regular assessments when planning work. Hence, learning aims are not sufficiently well matched to the needs of specific pupils. In these lessons there is often an imbalance between teacher talk and pupils activity with too few opportunities for pupils to find things out for themselves.

Throughout the school, relationships between staff and pupils are good. Teachers' subject knowledge is strong. They question pupils effectively to test their understanding, explain their reasoning and provide them with good opportunities for partner work. In a good Year 4 lesson pupils' understanding of parallel lines improved because the teacher questioned and challenged them effectively. Teachers mark pupils work systematically and well, identifying the next steps for learning. However, pupils do not take sufficient note of comments to improve their work.

The curriculum is suitably broad and there is a good focus on learning a range of skills. There is good range of art, musical and sporting activities and visits and visitors that enhance the curriculum. Visiting coaches add to the pupils' sporting skills and a cookery club helps to extend their awareness of healthy eating. The teaching of French and links with a French school promote their cultural awareness.

The safety of pupils is a high priority and health and safety procedures are carried out regularly and systematically. At the time of the inspection all safeguarding procedures were fully in place. Pupils say they feel safe and know who to speak to if they have a problem. There are effective links with the feeder secondary school and this ensures that transition arrangements run smoothly. Pupils who experience emotional or learning difficulties are supported sensitively and effectively, enabling them to take a full part in all activities. Pupils with dyslexia are provided for effectively by the school's staff. This support is enhanced by the school's strong links with outside agencies. The school supports gifted and talented pupils effectively and these pupils participate in activities organised by the local schools.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher has a very clear understanding of the school's strengths and weaknesses and has worked effectively to address issues from the previous inspection. There have been a considerable number of staff changes over the last 12 months and

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this has created some disruption. Senior leaders are beginning to take on more responsibilities with a focus on accelerating progress. The leadership has carefully analysed the school's performance and correctly identified where improvements should be made. This has resulted in more systematic monitoring of the quality of teaching and improvements to the quality of planning. There is a good emphasis on ensuring all pupils have equality of opportunity. The school monitors which pupils attend the out-of-school clubs to ensure as many as possible are catered for.

The headteacher is embedding ambition among the staff and they are improving their skills in evaluating and moderating pupils' learning. Safeguarding procedures are rigorous and implemented fully. Governance is strong. Governors hold the school to account and challenge it effectively. Relationships between staff and parents are good. Parents are kept well informed about their children's progress, events and what aspects of the curriculum pupils are studying. The governing body rightly acknowledges the need to fully implement and evaluate its plan to promote community cohesion to extend the pupils' awareness of the different backgrounds of people in this country.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children show great enthusiasm the moment they enter the classroom and are keen to take part in the wide range of learning opportunities on offer. They settle remarkably quickly to their work and are keen to engage adults in conversation. Good improvements to the curriculum and teaching ensure that children's attainment on entry to Year 1 is above average. Their social skills develop particularly well, and they quickly

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become confident and enthusiastic learners. The good teaching ensures there is a good balance of adult-directed and child-chosen activities. There is a good emphasis on developing the children's literacy and numeracy skills, but they really enjoy finding things out for themselves in other work, for example when they searched for insects under leaves.

Assessments are undertaken regularly and these build up into a useful portfolio of the children's attainment and achievements during their time in the Reception class. Children enjoy the opportunity to practise their writing skills, use the interactive whiteboard and computers, and listen to stories. They thoroughly enjoy opportunities for role play, for example enacting family life. The coordinator is experienced and provides good leadership. Transition to Year 1 is smooth as children undertake common activities. The teaching assistant provides effective support and guidance for these young children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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. Almost all of those returning the parent questionnaire were pleased with the progress their children were making. There were no significant or generic concerns expressed by parents.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Garsington C of E 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 43 completed questionnaires by the end of the on-site inspection. In total, there are 182 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	84	6	15	1	2	0	0
The school keeps my child safe	30	70	13	30	0	0	0	0
The school informs me about my child's progress	21	49	21	49	0	0	0	0
My child is making enough progress at this school	27	63	10	23	3	7	0	0
The teaching is good at this school	26	60	15	35	1	2	0	0
The school helps me to support my child's learning	21	49	19	44	1	2	0	0
The school helps my child to have a healthy lifestyle	24	56	18	42	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)	20	47	21	49	1	2	0	0
The school meets my child's particular needs	24	56	16	37	1	2	0	0
The school deals effectively with unacceptable behaviour	19	44	19	44	0	0	0	0
The school takes account of my suggestions and concerns	20	47	21	49	0	0	0	0
The school is led and managed effectively	22	51	20	47	0	0	0	0
Overall, I am happy with my child's experience at this school	30	70	13	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



17 September 2010

Dear Pupils

Inspection of Garsington C of E Primary School, Oxford, OX44 9EW

Thank you very much for welcoming us when we visited your school recently. We really enjoyed talking to you, looking at your work and watching you learn. This letter is to tell you what we found out about your school and what we have asked the school to do to become even better.

- You go to a happy, welcoming school that provides a satisfactory quality of education.
- You have a good understanding of how to keep healthy, you behave well and really enjoy your work.
- There is a good curriculum with a good range of clubs, activities, visits and visitors that add interest to your schooling.
- Your school works well with parents and other organisations to help you learn.

In order to make your school even better, we have asked your headteacher and staff to do the following:

- Make sure you make better progress at Key Stage 2, by:
- ensuring teachers know how well you are learning so they can tell you clearly what you have to do by the end of the lesson
- give you more opportunities to be independent in your learning and by making sure that those of you who find work easy have more challenging activities.

Provide you with better opportunities to learn about people from other cultures, religions and backgrounds who live in this country.

You can all help by taking note of teachers' comments and acting upon them to improve your work.

Yours sincerely

Paul Edwards

Lead inspector

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