

# Bletchingdon Parochial Church of England Primary School

## Inspection report

---

<b>Unique reference number</b>	123115
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	380599
<b>Inspection dates</b>	9–10 January 2012
<b>Lead inspector</b>	Mike Capper

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

---

<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>	65
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Natalie Marshall
<b>Headteacher</b>	Kim Amos
<b>Date of previous school inspection</b>	18 November 2008
<b>School address</b>	Weston Road Bletchingdon Kidlington Oxfordshire OX5 3DH
<b>Telephone number</b>	01869 350393
<b>Fax number</b>	01869 350393
<b>Email address</b>	office@bletchingdon.oxon.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection date(s)</b>	9–10 January 2012
<b>Inspection number</b>	380599



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
 Textphone: 0161 618 8524  
 E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
 W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012



## Introduction

Inspection team

Mike Capper

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed twelve lessons taught by five teachers. Meetings were held with parents and carers at the start and end of the school day, and with members of the governing body, staff and groups of pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work and looked at school documentation, including teachers' planning, assessment information, safeguarding policies and samples of pupils' work. Inspectors analysed 45 questionnaires from parents and carers, 16 from staff and 62 from pupils.

## Information about the school

Most pupils come to this small village primary school from the local community. The proportion of pupils known to be eligible for free school meals is broadly average. The proportion of pupils identified as being disabled or having special educational needs is also broadly average. Children in the Early Years Foundation Stage are taught in a separate Reception class in the morning and then work with Years 1 and 2 pupils in the afternoon. The school has met the government's floor standards for pupils' attainment and progress in the last three years.

Over the last two years, there has been significant staffing disruption in Key Stage 1 for reasons beyond the school's control.

## Inspection judgements

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

### Key findings

- This is a satisfactory school.
- Pupils are very happy at school and develop very positive attitudes towards learning.
- Pupils’ achievement is satisfactory and their attainment is broadly average by the end of Year 6.
- The quality of teaching is satisfactory. Teachers are better at meeting the needs of more-able than less-able pupils.
- A recent focus on improving speaking skills has proved effective. Pupils are sociable and articulate and speak confidently for different purposes.
- The teaching of phonics (letter sounds) is not systematic enough in the Early Years Foundation Stage and Years 1 and 2. This slows the pace at which reading and writing skills improve, especially for the less able.
- The school promotes pupils’ spiritual, moral and social development well. Pupils develop good social skills and grow greatly in confidence and self-esteem.
- The behaviour and safety of pupils are good. They behave well throughout the school day and are kind and caring.
- Adults give pupils’ safety a high priority and provide high-quality pastoral support for any who are having difficulties.
- Leadership and management are satisfactory. The school is making a concerted effort to improve following recent staffing issues which leaders acknowledge have slowed the pace of change.
- The use of data to identify and tackle any dips in pupils’ progress is not sharp enough, and the monitoring and evaluation of teaching have not been successful in improving the quality of teaching.
- The school works very well with parents and carers and they make a good contribution to their children’s learning.
- Pupils enthusiastically take responsibility, with the school council successfully giving them a voice in the life of the school.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Improve progress in reading and writing by ensuring that:
  - phonics are taught systematically across the Early Years Foundation Stage and Key Stage 1
  - adults have the necessary subject knowledge to introduce skills accurately.
- Move the quality of teaching from satisfactory to good by:
  - ensuring that work is always pitched at the right level for all pupils, especially the less able
  - giving staff, including senior leaders, opportunities to see good practice in other schools.
- Improve the effectiveness of leadership and management by:
  - monitoring rigorously teaching and learning, and giving teachers and support staff very clear feedback and guidance to help them improve pupils' learning
  - strengthening the use of data so that any dips in attainment can be identified and tackled more quickly.

## Main report

### Achievement of pupils

Pupils' achievement is satisfactory and their attainment is broadly average by the end of Year 6. The vast majority of parents and carers feel that their children make good progress. However, national test data, the school's own analysis of current performance and observations of learning in lessons confirm that pupils' progress is satisfactory much of the time.

In the Early Years Foundation Stage, children make good progress when they explore their own ideas, but progress is slower when they are unclear about what they are learning. In a mathematics lesson in Years 1 and 2, pupils made good progress as they explored number patterns. More-able pupils were challenged particularly well as they calculated how much it would cost to provide refreshments for a football team. In a literacy lesson in Years 5 and 6, pupils made good progress as they made notes because the work was linked to a history topic on the Victorians, making it interesting and purposeful. However, progress is not always as quick in lessons. In a satisfactory mathematics lesson, pupils worked sensibly as they explored the properties of pie charts, but work was not matched well enough to the needs of all pupils. As a result, some found it too hard or too easy. In phonics lessons, progress is sometimes slowed because incorrect enunciations by pupils are not corrected quickly enough by adults. This affects less-able pupils in particular and is an important factor in attainment in reading being no better than average by the end of Years 2 and 6.

Pupils with disabilities and those with special educational needs make satisfactory progress in lessons. Carefully planned support from teachers and teaching assistants means that these pupils are able to participate fully in activities and to make steady progress in improving their basic literacy and numeracy skills. The school is

particularly successful at supporting their social development, and they make good progress in this aspect of their learning.

No group of pupils nor key stage does significantly better or worse than others. The school acknowledges that staffing issues in Key Stage 1 had an impact on pupils' progress last year, but this is not evident in the current year. Teachers are doing the right things to close the gap for a small group of pupils, mainly boys, who did not do well enough in developing writing skills in last year's Year 2. They are being given good support in Year 3 to help them get back on track.

### **Quality of teaching**

Most parents and carers feel that the quality of teaching is good. The inspection found that although there is some good teaching, most teaching results in pupils currently in the school making progress that is broadly in line with that made by pupils nationally. Parents and carers are right to identify strengths in the ways that teachers encourage a love of learning and the development of moral and social values such as respect, kindness and trust.

Throughout the school, teachers make learning interesting and in the best lessons pupils learn very quickly and respond enthusiastically because new skills are introduced systematically. For example, in a good mathematics lesson, the different strategies for adding two-digit numbers were broken down into small steps so that learning was secure for all pupils. Teachers make good use of resources and on most occasions manage pupils' behaviour very effectively. They regularly assess learning, but they do not always use this information well enough to ensure that the pitch of work is right for all pupils. This is the main reason why teaching is satisfactory rather than good. Teachers mark work conscientiously but do not always give enough guidance to pupils about the next steps in their learning. Homework is used well to extend learning and to involve parents and carers in their children's work.

Teachers ensure that pupils enjoy lessons. Pupils especially like practical work in subjects such as science, history and religious education. For example, they make good use of the internet to find out about different religions and this is an important factor in their good cultural awareness.

In the Early Years Foundation Stage, teachers plan carefully and make good use of small groups to meet individual needs. There is an attractive outdoor area, but this is not always used well enough to support progress in the different areas of learning, especially in the afternoon when Reception children work more with older pupils.

Curriculum planning gives pupils suitable opportunities to apply basic skills in literacy, numeracy and information and communication technology in different subjects. For example, pupils use computers to research life in Victorian times. However, the promotion of literacy skills lacks consistency because the teaching of phonics is not always good enough. This is because adults do not teach skills systematically enough, and do not always introduce new letter sounds accurately.

## Behaviour and safety of pupils

Parents and carers are rightly pleased with pupils' behaviour. Pupils also say that behaviour is 'nearly always good' with one summing this up by saying, 'We get on well together and try to be sensible because we want to do our best.' Consequently, there is a delightful atmosphere in lessons and at lunch and playtimes. Pupils behave well and are polite and courteous. They support each other well and take delight in their learning. This helps to ensure that the pace of learning in lessons is usually brisk. When this is not the case, it is because expectations have not been made clear enough, resulting in a few pupils, mainly boys, getting fidgety.

The school has good systems for promoting good behaviour. These have proved highly effective in helping pupils with identified behavioural difficulties to improve their social skills and interactions with others. Pupils are very confident that bullying very rarely occurs in school and they say that if it does happen it is tackled very quickly. Pupils know that bullying can take many forms and they explain clearly about the dangers of cyber-bullying.

The school ensures that pupils are kept safe. Pupils support teachers well in this because they are vigilant about identifying potential dangers. For example, pupils were worried about the dangers of cycling in the school grounds. They spoke about this in the school council and then made 'no cycling' signs to put up. As a result, pupils say that the problem has been eliminated and they feel even safer.

## Leadership and management

The school is emerging with renewed strength from a period when, despite the good efforts of leaders, staffing difficulties affected the progress of some younger pupils. Teamwork is strong and leaders, including the governing body, are doing the right things to tackle the remaining pockets of underachievement. The school has successfully demonstrated that it has the capacity to improve. Attainment is broadly similar to that found at the time of the previous inspection and strengths in behaviour and safety have been built on. Leaders are identifying the right priorities for improvement and are pursuing them with rigour. For example, over the last 18 months there has been a focus on developing pupils' speaking and listening skills. This involved reviewing practice and then implementing plans that gave a clearer structure to the teaching of skills and allowed pupils more opportunities to speak for different purposes. The success of these strategies is reflected in the greatly improved speaking and listening skills of pupils and the way in which they talk very confidently to individuals and groups.

Leaders know that there are still some things that they do not do well enough to ensure evenness of progress across the school. Although there is regular monitoring of teaching by leaders at all levels, this is not always rigorous enough to secure improvement and where guidance is given it is not always followed up to ensure that it has been effective. This slows the pace at which teaching is improving. Most staff feel that they have suitable opportunities for professional development and in some areas, such as mental mathematics, this has been beneficial in securing improvement. However, staff have limited opportunities to see good practice in other settings and training for the teaching of phonics has not been effective in securing

good subject knowledge for all staff.

Leaders at all levels, including the governing body, ensure that there is no discrimination. They focus strongly on promoting equality of opportunity, welcoming pupils with a wide range of social and emotional needs. They accumulate a wealth of data to check the progress of different groups. However, this is not always used sharply enough to ensure that any dips in learning can be tackled immediately. The broad and balanced curriculum meets pupils' needs and interests. It is especially successful at promoting pupils' spiritual, moral, social development. This is reflected, for example, in pupils' willingness to have a go at new things and in the way that pupils are sensitive to others' needs. Exciting clubs and visits enrich learning well.

The school engages very well with parents and carers and they are rightly very pleased with the way that leaders promote a nurturing atmosphere in school. There is a strong focus on keeping pupils safe, and safeguarding arrangements meet statutory requirements.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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 January 2012

Dear Pupils



### **Inspection of Bletchington Parochial CofE Primary School, Kidlington OX5 3DH**

Thank you for being so welcoming and helpful when I visited your school. I enjoyed talking to you about your work and hearing some of you read. I found that your school is providing a satisfactory education. This means that it does some things well, but there are also some areas for improvement.

#### **Here are some of the things I liked most.**

- You said in discussions and in the questionnaire that you enjoy school, and this was confirmed by the many happy faces that I saw in lessons.
- You rightly feel that behaviour is good most of the time and you keenly take responsibility. I was very impressed by the work of the school council.
- You feel you are kept safe and I could see that you take good care of each other. All adults in school are caring, and they give you suitable help when you have problems with your work.
- The school provides lots of interesting activities for you to take part in. The Taekwondo session looked great fun!

The school's leaders are doing the right things to move the school forward and are clear about what is not yet good enough. For example, they know that there is not enough good teaching, and so your progress is not yet better than satisfactory.

#### **This is what I have asked your school to do now.**

- Make sure that the teaching of letter sounds helps you to improve your reading and writing skills more quickly.
- Make sure that teachers always provide the right level of challenge in lessons, especially for those of you who sometimes find work too hard.
- Give teachers more help so that lessons are always at least good, and check all the information about your learning carefully to ensure that you are all making equally good progress.

You can help too by continuing to work hard all the time.

Yours sincerely

Mike Capper  
Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**