

# Stonesfield School

## Inspection report

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<b>Unique reference number</b>	123022
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	380573
<b>Inspection dates</b>	17–18 January 2012
<b>Lead inspector</b>	Michael Bartleman

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	163
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Helen Dancer
<b>Headteacher</b>	Fi McGregor
<b>Date of previous school inspection</b>	23 June 2009
<b>School address</b>	High Street Stonesfield Witney OX29 8PU
<b>Telephone number</b>	01993 891687
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	17–18 January 2012
<b>Inspection number</b>	380573



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## Introduction

Inspection team

Michael Bartleman

Additional inspector

Mandy Snook

Additional inspector

This inspection was carried out with two days' notice. Inspectors visited 17 lessons for a total of nine hours, observing eight different teachers. They held meetings with members of the governing body, staff and groups of pupils. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a wide range of documentation, including the school data on pupils' attainment and progress, procedures for keeping pupils safe and the school development plan. Inspectors analysed 89 questionnaires completed by parents and carers, as well as those completed by staff and pupils.

## Information about the school

Stonesfield is a smaller than average-sized primary school located on a spacious site in the heart of the village. Almost all of the pupils are from the local community and are of White British heritage. The proportion of disabled pupils and those who have special educational needs is close to the national average. The proportion of pupils known to be eligible for free school meals is well below average. The Early Years Foundation Stage consists of one Reception class. There have been a number of staff changes since the last inspection including the appointment of an acting headteacher in September 2011.

In 2009 and 2010 the school met the current government floor standard for primary schools, which sets the minimum expectations for attainment and progress but did not meet them in 2011. The school holds the Eco-schools silver award and the Artsmark award.

## Inspection judgements

<b>Overall effectiveness</b>	<b>4</b>
<b>Achievement of pupils</b>	<b>4</b>
<b>Quality of teaching</b>	<b>4</b>
<b>Behaviour and safety of pupils</b>	<b>3</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to the achievement of disabled pupils and those who have special educational needs, and pupils' achievement in mathematics at Key Stage 2.

- There have been significant changes to the school's leadership since the previous inspection. Achievement has declined at Key Stage 2, particularly in mathematics although pupils' progress is improving in English. Attainment remains too low by the end of Key Stage 2, given pupils' Key Stage 1 results.
- Previously, the weak coordination of special educational needs provision meant that pupils were not identified quickly enough, so did not receive an appropriate curriculum and, as a result, made inadequate progress.
- Although most of the teaching observed during the inspection was satisfactory or better, a recent improvement, its impact on pupils' learning over time has been inadequate at Key Stage 2. Satisfactory teaching is not helping older pupils make up the ground they have lost. Where teaching is satisfactory, lessons are pitched at broadly the right level but are not enabling pupils to make rapid progress, particularly in mathematics. Teachers do not always have high enough expectations of pupils' capabilities, including about the presentation of their work.
- Behaviour is satisfactory overall. The majority of pupils behave well both in class and around the school. However a few pupils at Key Stage 2 occasionally disrupt lessons. Behaviour management systems are not always been applied consistently and until recently were ineffective.
- The acting headteacher is making a significant difference to the way the school's weaknesses are being tackled. The school's monitoring systems have improved and assessment data have been analysed rigorously. As a result,

teaching and progress are improving in Years 3 to 6. Parents comment that the quality of provision and the progress being made by pupils is noticeably better.

- Children flourish in the Early Years Foundation Stage and make good progress in their learning. This good progress is continued at Key Stage 1. Attendance is high and pupils enjoy coming to this inclusive and community orientated school.

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

- Improve progress, especially in mathematics, by improving the quality of teaching and learning as quickly as possible so this is consistently good or better by ensuring that:
  - agreed whole-school approaches to behaviour management are consistently followed
  - teachers use assessment information to plan tasks and activities that are suitably challenging for all pupils so that learning moves at a good pace
  - teachers have the highest expectations of how work will be presented
  - teachers use technology better to enhance teaching and learning.
- Improve the impact of leadership and management at all levels by:
  - ensuring the mathematics curriculum provides a clear framework for progression and the acquisition of skills for all ability groups
  - embedding the systems for checking all aspects of the school's performance rigorously, especially the progress pupils are making and the effectiveness of teaching
  - ensuring that the governing body plays a strong part in checking pupils' progress, evaluating the impact of the school's action plans, and contributes systematically to planning for the future.
- Sustain recent improvements in the quality of provision and leadership for disabled pupils and those who have special educational needs so that by July 2012 the gap in their performance compared with similar pupils nationally has closed by:
  - ensuring that pupils' needs are identified early and accurately so that interventions are matched to their specific requirements
  - ensuring that there is a clear and systematic approach to supporting pupils so their progress improves quickly
  - ensuring that as the changes take effect the coordinator for special educational needs has sufficient time to plan and monitor provision and to support staff.

## **Main report**

### **Achievement of pupils**

Children join the school with skills that are in line with those expected for their age. Progress is good in the Early Years Foundation Stage and at Key Stage 1, so the majority of pupils attain at above levels in reading, writing and mathematics at the

end of Year 2. In Key Stage 2, attainment for Year 6 pupils has declined in the last two years. However, steps taken since the arrival of the acting headteacher have accelerated the progress made by most groups of pupils so that the majority are now making satisfactory improvement across Key Stage 2 in English and mathematics. Nevertheless, some girls of average ability, in particular, lack confidence in applying strategies for mental calculations in mathematics, which is having a negative impact on their progress. Disabled pupils and those with special educational needs make inadequate progress across Key Stage 2, and the gap compared to pupils nationally is not closing.

Early reading is developed well by highly structured and effective phonic programmes, an emphasis on children using good quality reading books and successful partnership work with parents. Visits by authors and storytellers are effectively used throughout the school to engage the pupils into reading. Attainment in reading is above average at Key Stage 1 and broadly average at Key Stage 2.

Where learning is satisfactory or better, pupils are attentive, work together well and enjoy the activities. In a Year 4 class, pupils clearly enjoyed their lesson on fractions, as activities were matched well to pupils' next steps in learning, classroom management was good and learning moved at a fast pace. Pupils were able to assess their own progress as they knew what they were expected to learn. In spite of the notably weak progress in mathematics, the vast majority of parents stated that they are happy with the progress their children are making at the school and were particularly pleased with the levels of contact between the school and home. Inspectors found that although current progress is improving and is now satisfactory for most groups of pupils, weaknesses remain.

### **Quality of teaching**

The quality of teaching is good in the Early Years Foundation Stage. Planning is extremely thorough, involves the children's ideas and responds to their interests exceptionally well. As a result, the children greatly enjoy learning and are inquisitive and enthusiastic learners. This was shown during the inspection when they were discussing how to make moveable limbs for Humpty Dumpty. The outdoor environment is used effectively but is not as stimulating as the indoor area. Literacy, numeracy and personal skills are taught particularly well. This emphasis on basic skills continues into Key Stage 1 where the work is well matched to pupils' needs. A small amount of inadequate teaching remains in Key Stage 2. In these lessons pupils remain listening to the teacher for too long and activities do not sufficiently challenge the more-able. Despite recent improvements, teaching, particularly at Key Stage 2, is still not consistently good enough to accelerate pupils' progress so they attain as highly as they should. Older pupils' books show that good presentation is not always demanded; some pupils produce too little work, much of which is untidy and poorly laid out.

In good lessons, teachers establish clear learning intentions and success criteria so that pupils know what they are expected to learn. They make effective use of assessment information to adjust teaching to meet pupils' needs and provide further explanation when the work has not been understood. In a Year 6 lesson, questioning was well used to develop pupils' understanding of mental strategies. The interactive

whiteboard was used effectively to engage the pupils and focus learning. However this is not consistently the case across the school.

Pupils think they are taught well. The thematic curriculum gives pupils real and purposeful reasons for learning and the strong links between subjects engage pupils effectively. This was shown in a Year 2 class where pupils were drawing a cast of a dinosaur bone which had been found in the local area. The class teacher froze a model dinosaur in ice and pupils were enthralled as the model was revealed during the day. Pupils enthusiastically report that they are enjoying their lessons, but would like additional opportunities to use information and communication technology. However, the mathematics curriculum did not, until very recently, meet the needs of all pupils at Key Stage 2 and so made a significant contribution to their underachievement. Teachers promote pupils' spiritual, moral, social and cultural development successfully. For example, Year 5 pupils worked exceptionally well with Reception children during their buddy reading session, using their reading skills well to enhance the younger children's experiences. Both groups developed their social skills well.

Relationships between staff and pupils are good. Transition arrangements for pupils leaving and joining the school are well developed. The vast majority of parents and carers believe that teaching at the school is good and has improved further since the appointment of the acting headteacher, in whom they have great confidence to enhance further the provision at the school. Inspectors saw compelling evidence of improvement, but judged teaching to be inadequate because, over time, it has not been of sufficient quality to ensure that all groups of learners make expected progress at Key Stage 2.

### **Behaviour and safety of pupils**

The school provides a welcoming environment and this helps pupils to feel safe and secure. Their behaviour is satisfactory and has been strengthened recently because teachers have been given clear guidance on behaviour management strategies, although this has yet to have a full impact in every classroom. Pupils get on well together and are polite and courteous in classrooms and in the playground, but some say that behaviour is not always as good as it could be. Pupils say that there is no bullying of any type, but were it to occur they say that they have every confidence in the school to handle an incident promptly. Attendance is high. One pupil said, 'I wish there was school on Saturday, I like it so much.' A small minority of parents and carers raised concerns that the behaviour of a few pupils interrupts lessons and also about behaviour at lunchtimes. Inspectors found that in less effective lessons, while there was no disruption during the inspection, pupils often became restless and fidgety and they lost concentration. School records show that incidents of disruption are far less frequent than in the past. When given the opportunity, pupils show they can reflect on issues and show respect when listening to each other's views.

### **Leadership and management**

Since the last inspection, the school has maintained its strengths in outcomes in the Early Years Foundation Stage and Key Stage 1. It has also addressed the areas for improvement linked to marking and monitoring in the Early Years Foundation Stage.

However, staff changes led to a period of uncertainty during which attainment in Key Stage 2 fell steeply. Until six months ago, leaders, including the governing body, were not aware of the extent of the school's difficulties. This is now being addressed effectively and leaders at all levels, including governors, are clearly focused on raising achievement.

The school is demonstrating considerably improved capacity to improve primarily as changes in the last six months have had a significant and sustained impact on improving teaching, achievement and behaviour, although a few significant weaknesses remain. Close monitoring of teaching, followed up through targeted professional development, is resulting in better teaching and improving progress across Key Stage 2. The school's self-evaluation is accurate. The new systems to track pupils' learning and set targets, to hold teachers responsible for pupils' progress and to check the quality of teaching are secure. New procedures for managing the provision for disabled pupils and those who have special educational needs are already showing an impact on the quality of learning for these pupils. A raising attainment plan makes clear the expectations for the end of this academic year.

Although rapid action is under way to improve the curriculum, provision in mathematics is not yet ensuring that pupils of all abilities can progress quickly. There are weaknesses in the focus on mental strategies, resources, and the way numeracy is planned across the curriculum. Nevertheless, the curriculum provides breadth and some highly effective links with the local secondary school with pupils participating in a pupil parliament and a host of partnership activities. These links promote pupils' spiritual, moral, social and cultural development effectively as does the use of the extensive school environment, the local area and forest schools.

There were particular weaknesses in the leadership and provision for disabled pupils and those who have special educational needs. Pupils' difficulties were not identified in a timely way, provision for individuals and groups was not precisely tailored to need and the impact of additional support was not evaluated. Urgent action has successfully been taken to rectify this by the new special educational needs coordinator, including the training of teaching assistants, which has shown immediate results. The evaluation of the most recent interventions to overcome the barriers to learning has been thorough and shows that the school is now having a significant impact on improving pupils' progress.

The governing body has robust procedures in place to safeguard pupils, which fully meet requirements. Members show genuine concern and are highly supportive of the school; they have begun to rigorously consider decisions taken by the leadership and are being given the data they need to ask challenging questions about pupils' outcomes. Staff and the governing body ensure that discrimination in any form is not tolerated. Although the school takes its duty to promote equality of opportunities seriously, it has, until recently, failed to take appropriate action to eliminate differences in achievement between groups of pupils.

The focus of the school is clearly on improving outcomes, particularly at Key Stage 2. The many strengths of the school have been sustained despite the recent decline in achievement. Engagement with parents and carers is strong throughout the school,



but particularly so in the Early Years Foundation Stage and at Key Stage 1. Opportunities for parents to find out about how their children learn, for example, mental calculations, have been welcomed.

## 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.**



19 January 2012

Dear Pupils

### **Inspection of Stonesfield School, Witney OX29 8PU**

Thank you for making us so welcome when we inspected your school. We enjoyed meeting you, reading your questionnaires and hearing what you had to say about your school. We were pleased to hear about how you enjoy everything the school has to offer you.

There are some good things about your school, such as the welcoming atmosphere, the start you get in the Early Years Foundation Stage and the way you learn to read. Your attendance is high – well done! However, we found that too many of the older pupils have not made enough progress, especially in mathematics. We therefore judge that your school needs a notice to improve. This means it will get a lot of help to improve. We have asked your school leaders to take the following actions to make sure that all of you make better progress.

- Improve teaching, and the way work is planned in mathematics, so that you progress at a faster pace.
- Give you activities in lessons that are well matched to your needs and which challenge and interest you.
- Make sure that disabled pupils and those who have special educational needs are well supported.
- Make sure the systems for checking on how well everyone is doing are all working well.

You can help by behaving well and trying hard in your lessons.

Yours sincerely

Michael Bartleman  
Lead inspector

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