

Duxford Church of England Community Primary School

Inspection report

Unique Reference Number	110798
Local Authority	Cambridgeshire
Inspection number	378174
Inspection dates	15–16 September 2011
Reporting inspector	Vivienne McTiffen

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	197
Appropriate authority	The governing body
Chair	Penny Woodhead
Headteacher	Ann Gardner
Date of previous school inspection	4 July 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed 14 lessons taught by eight teachers, and one assembly. Meetings were held with staff, groups of pupils and school leaders, including members of the governing body. Inspectors also spoke with parents and carers at the beginning of the school day. Inspectors observed the school's work, and looked at information on pupils' attainment and progress, the school's development planning, safeguarding documentation and samples of pupils' work. The inspectors analysed responses to questionnaires from 65 parents and carers, 96 pupils and 9 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Is teachers' use of assessment sufficiently well developed and work suitably matched to ensure all groups of pupils make the progress of which they are capable?
- To what extent do all pupils contribute to the wider community beyond the school and have an understanding of belonging to a multi-cultural society?
- How rigorously do leaders and managers at all levels monitor the work of the school?
- Do children in the Early Years Foundation Stage make equal progress in all areas of learning and how is the school ensuring consistency of provision for this age group?

Information about the school

This is a smaller than average-sized primary school. The very large majority of pupils are of White British background. The proportion of pupils known to be eligible for free school meals is below the national average but has increased in recent years. Very few pupils speak English as an additional language. The number of pupils with special educational needs and/or disabilities is below average. A new Deputy Head teacher was appointed in September 2010.

A parent-committee run the pre-school, breakfast club and after-school club and share the school site. The breakfast club operates from the school Community Room. These aspects of provision are subject to separate inspection as they are not managed by the governing body.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school, where pupils' attainment is in line with that expected nationally. High priority is given to the care and welfare of pupils. As a result, they feel safe in school, a view supported by parents and carers. Pupils demonstrate an exceptional understanding of how to remain safe and recognise unsafe situations. They are very clear about who to speak to if they have a problem. They say they feel well cared for and very secure. Pupils show a high level of care and respect for others and their environment. Behaviour is good. They say they like school and attendance is above average. Spiritual, moral, social and cultural understanding is good. Pupils enjoy new activities and finding out for themselves. They get on well together and support each others' learning. Less well developed is pupils' understanding of those from backgrounds, faiths and cultures different to their own. This is because links, although good with the local community and church, are less well established with communities further afield.

Attainment is average and pupils make satisfactory progress from their starting points. The school's most recent test results show a rise in attainment to above average in English and mathematics. This is due to recent initiatives in both subjects including guided reading and an improvement in girls' performance in mathematics. The current focus on monitoring progress is leading to accelerated progress in some classes. Newly-introduced pupil progress meetings involve all teachers in analysing the data collected by the school. This helps teachers to recognise gains made by individuals and groups and raise expectations of what pupils should achieve. This practice is not yet established firmly enough to ensure all pupils make the progress of which they are capable.

Teaching is satisfactory, reflected in pupils' satisfactory progress. Although examples of good teaching were seen during the inspection, there were inconsistencies in a minority of lessons. In some cases, information on pupils' prior learning is used well to match work to ability but this is not consistent enough to ensure all pupils are working to their full potential. The quality of marking in pupils' books is variable and does not always clearly indicate the next step in learning. Staffing arrangements for this academic year are designed to spread expertise and improve academic outcomes for pupils. Although leaders at all levels monitor the quality of teaching and learning, the school lacks a sufficiently regular and structured approach to ensure teachers are routinely well informed on how to improve further.

There are clear systems for collecting data on pupils' progress and much has been

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achieved in ensuring accuracy. Staff collaborate with other schools to share their expertise in the use of this information; this is having a positive effect on the quality of teaching and learning. A creative approach to curriculum planning has enthused staff and pupils alike and is appreciated by parents and carers. One comments, 'The imaginative, creative approach to learning has inspired my child to love learning.....subjects that were challenging and caused anxiety are now loved and relished.' This improvement, together with on-going work on assessing pupils' progress and self-evaluation procedures, indicates that the school is suitably placed to continue to improve.

Up to 40% of the 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?

- Raise the quality of teaching to be consistently good by:
 - involving teachers fully in assessing pupils' progress to raise expectations of what pupils can achieve
 - ensuring teachers use assessment information consistently to match work to pupils' abilities
 - adopting marking procedures that clearly inform pupils of their next steps in learning.
- Strengthen leadership and management by:
 - ensuring more systematic and regular monitoring of teaching and learning
 - establishing links beyond the immediate locality to better develop pupils' understanding of life in a multi-cultural society.

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

Achievement is satisfactory. When they start school in the reception classes, children's abilities are in line with those expected for their age. They make satisfactory progress during their time in school, resulting in academic skills and personal qualities that equip them suitably for the next stage of learning. Attainment is rising. Many make good gains in their reading because the school encourages a love of books. They enjoy applying their skills in writing and mathematics, especially when the task involves the correct level of challenge. For example, on more than one occasion during the inspection, pupils were motivated to use their number strategies with speed in a bingo-style game. Pupils with special educational needs and/or disabilities and those known to be eligible for free school meals make expected progress. Some with behavioural issues make good progress in conforming to the school's expectations. They benefit from strong pastoral care and the effective one-to-one support they often receive from teaching assistants. The very small numbers of pupils who speak English as an additional language make good gains in their

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language acquisition.

Pupils enjoy work which motivates them. This was seen to good effect during the inspection in an English lesson, when pupils chose words to describe characters. A good range of resources fired their imaginations and inspired them to select their own settings. This motivated boys in particular, many of whom quickly identified exciting traits and characters to put into their location. They keenly talked with each other about what to write and were eager to begin. Pupils develop self esteem and confidence through partner, group and team work. They often use computers competently to support their learning. They are aware of the need to eat healthily and take regular exercise. Many are actively involved in cultivating produce in the school garden and participate in wide-ranging sports activities. Pupils benefit from good partnerships with other schools and organisations, including those run by parents and carers, which provide facilities that the school alone could not supply. Older pupils accept responsibilities and all ages take part in the school council and Eco Committee.

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	1
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?

Teachers have good relationships with pupils, praising positive behaviour and attitudes. In the best lessons the pace is good and teachers' high quality and well-aimed questions check pupils' understanding. Misconceptions are picked up and teaching modified to ensure the correct level of challenge. For example, in a

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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mathematics lesson, the teacher drew a group together and simplified the task so that pupils made smaller steps in their learning. In a minority of lessons, where work is not so well pitched, pupils’ attention wanes and they do not make as much progress as they could.

The school’s rich curriculum links learning across subjects, enhanced by a range of interesting trips and visitors. Pupils’ participation in musical performances and art festivals encourages their talents to flourish and contributes strongly to personal development, as does their involvement in sporting activities. In a bid to raise attainment the school has rightly focused on areas for improvement in English and mathematics. There are good examples of writing for a wide range of purposes and problem solving activities in mathematics. A topic approach develops these skills further in subjects such as history and science; the school’s extensive grounds are used well to enhance provision.

There are good systems for the care of all pupils and the school is mindful of the needs of individuals. Strong links exist with external agencies. Effective systems promote good behaviour and attendance. Flexible induction arrangements for those starting school and good links with the pre-school are appreciated by parents and carers. Good arrangements for pupils moving to secondary school ease transition and prepare them well for the next stage of their education.

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 and her staff work together to move the school forward. Many are involved in evaluating how well the school is doing and identifying areas for improvement. Teachers work competently as a team and take on several roles of responsibility although, in some cases, their monitoring role is underdeveloped. The governing body is influential in deciding the direction of the school and is keen to sustain improvement. Governors are fully and actively involved in evaluating the effectiveness of new initiatives. They have constructive relationships with staff and positive links with parents and carers, who are kept informed through regular newsletters and open evenings. There are clear channels for communication and opportunities for parents and carers to become involved in their children’s learning. The school actively promotes equality of opportunity. Newcomers from all backgrounds are welcomed and settle quickly. The school monitors the performance

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of different groups of pupils. Inconsistencies in teaching and pupil performance are being addressed, for example, the new staffing arrangements for this academic year and the improvement in girls’ mathematics. There are well-developed systems to ensure the safeguarding of pupils. Issues about safety are fully included in the curriculum, resulting in pupils’ highly defined understanding of how to stay safe. The school promotes community cohesion satisfactorily. Links with the local community and church are well established but the school is at a developmental stage in forging links with other communities and evaluating the effect of its work in this area.

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

Many children come to school with well-developed personal skills. They settle quickly and are ready to learn. During the inspection, newcomers in both reception classes enjoyed exploring the activities on offer, indoors and outside. Staff work well together and skilfully provide interesting tasks across all areas of learning. For example, children use magnifying glasses to look for living things and develop story lines through role play. As a result, children make good gains in personal and creative development; however, their progress in some aspects of literacy and mathematical work is satisfactory. Children get on well with each other and behaviour is good. They quickly learn daily routines and how to stay safe and healthy. The school has prepared well for a mixed-age reception and Year 1 class by sharing resources and activities with the existing reception class. Those in charge identify areas for further development including the use of outside areas. There are well-established induction arrangements and good links with parents and carers. Scrapbooks provide a valuable collection of children’s work but are not sufficiently well organised for staff to easily identify gaps or share with parents and carers to

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help them understand their children’s learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The majority of questionnaires returned from parents and carers are positive. The vast majority agree that children are kept safe and most agree that children enjoy school. A small minority of parents and carers do not feel that their children make enough progress. The need to strengthen teaching in order to promote pupils’ progress is an area identified by the inspection. A small minority of those who returned questionnaires do not feel the school helps them to support their children’s learning. Discussion with leaders and managers showed that the school has systems in place to enable involvement in children’s learning. The very large majority of parents and carers agree they are happy with their children’s experience at this school, typified by the comment from one, ‘Our child is very happy at Duxford. We are able to approach class teachers and discuss progress. Duxford is a wonderful school.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Duxford Church of England Community 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 inspector received 65 completed questionnaires by the end of the on-site inspection. In total, there are 197 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	66	19	29	2	3	0	0
The school keeps my child safe	41	63	23	35	1	2	0	0
The school informs me about my child’s progress	14	22	42	65	9	14	0	0
My child is making enough progress at this school	19	29	32	49	11	17	1	2
The teaching is good at this school	30	46	33	51	2	3	0	0
The school helps me to support my child’s learning	20	31	32	49	12	18	0	0
The school helps my child to have a healthy lifestyle	30	46	30	46	5	8	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	38	34	52	2	3	0	0
The school meets my child’s particular needs	22	34	32	49	7	11	1	2
The school deals effectively with unacceptable behaviour	19	29	32	49	6	9	2	3
The school takes account of my suggestions and concerns	22	34	28	43	9	14	0	0
The school is led and managed effectively	30	46	31	48	1	2	0	0
Overall, I am happy with my child’s experience at this school	34	52	28	43	3	5	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 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



19 September 2011

Dear Pupils

**Inspection of Duxford Church of England Community Primary School,
Cambridge, CB22 4RA**

Thank you for the welcome you gave us when we visited your school recently. We were impressed by your excellent understanding of how to stay safe and the level of care and respect you show for each other and your very pleasant school grounds. We enjoyed talking to you about your work and learning about your interesting topics and visits.

Your school provides you with a satisfactory education and you gave us some very helpful information which helped us to make this judgement. By the time you leave, you reach levels expected for your age in English and mathematics. Many of you do well in reading and are improving in writing and mathematics. Teachers make your learning interesting by linking subjects together in topics which you say you enjoy. The school looks after you well and has good systems for keeping you safe.

We have asked your headteacher and her staff to make the following improvements:

- make sure your teachers know how well you are all doing and what you should achieve, and always use this information to give you work matched to your abilities
- help you to understand the next step in your learning when teachers mark your work
- check teaching regularly to make sure it is consistently good
- establish links beyond the local area to help you understand those from other backgrounds, faiths and cultures.

All of you can help the school to achieve these things by always trying your best and paying full attention in lessons.

Yours sincerely

Vivienne McTiffen
Lead inspector

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