

# Peppard Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	123135
<b>Local Authority</b>	Oxfordshire
<b>Inspection number</b>	380603
<b>Inspection dates</b>	13–14 October 2011
<b>Reporting inspector</b>	Paul Edwards

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	82
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Sell
<b>Headteacher</b>	Brenda Brown (Acting)
<b>Date of previous school inspection</b>	29–30 June 2009
<b>School address</b>	Church Lane Peppard Henley-on-Thames RG9 5JU
<b>Telephone number</b>	01491 628354
<b>Fax number</b>	01491 629906
<b>Email address</b>	office.3205@peppard.oxon.sch.uk

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	13–14 October 2011
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## Introduction

This inspection was carried out by two additional inspectors. They observed teaching and learning in eight lessons, observing four teachers. Meetings were held with the acting headteacher, other senior leaders, the governing body, members of staff and groups of pupils. Inspectors observed the school's work, including the governing body minutes, the systems for assessing and monitoring pupils' progress, pupils' work and teachers' planning and marking. Inspectors took account of questionnaires completed by 65 parents and carers, 10 staff and 41 pupils.

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

- The progress made by pupils in mathematics, particularly that of the girls and the more able.
- The effectiveness of procedures to identify and support pupils with special educational needs and/or disabilities.
- The effectiveness of the school's planning to promote pupils' awareness of other cultures and religions.

## Information about the school

Peppard is a much smaller than average-size primary school. Almost all pupils are from White British backgrounds and all speak English as their first language. The proportion of pupils known to be eligible for free school meals is well below that seen nationally. The proportion of pupils with special educational needs and/or disabilities is average. Most of these pupils have moderate learning difficulties. The Early Years Foundation Stage caters for children in a single Reception class.

The acting headteacher took up her post in September 2011 and two teachers also joined the staff at that time.

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

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

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

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

**2**

## Main findings

Peppard Church of England Primary is a good school. Parents and carers are overwhelmingly positive about the school and are rightly pleased with the outstanding care, guidance and support provided. The views of one are typical of many when commenting, 'The induction process has been terrific for both my children. My four-year old feels totally secure in her new environment and has had the best introduction to schooling I could ever hope for. My older child has settled in amazingly well and this is an absolute credit to her teachers and the school environment.'

Pupils make good progress throughout the school. Early identification and good support for pupils with special educational needs and/or disabilities ensure they take a full part in all areas of the curriculum and progress in line with their classmates. Pupils achieve well throughout the school so that by the end of Year 6, their attainment is above average overall, and significantly so in the case of reading. Pupils' outstanding behaviour and above average attendance contributes considerably to their progress.

Teaching is good overall. Children are provided with a good start in the Early Years Foundation Stage. Good support and teaching ensure they make good progress and are well prepared for the next stage of learning. Good teaching continues through the rest of the school. Intervention strategies are particularly effective in helping those pupils who find reading and writing difficult, and effective strategies have now been implemented to accelerate their progress in mathematics. Staff know these pupils exceptionally well and provide them with tailored programmes to accelerate their learning. Teachers mark pupils' work frequently and systematically. Their written comments highlight the next steps for learning, although pupils do not always follow up the comments. Teachers' planning identifies work for pupils of different abilities. Occasionally, however, learning objectives and success criteria are not always written sufficiently clearly so that all groups know exactly what they should be able to do by the end of the lesson. In these instances, not all pupils make the progress of which they are capable.

Pupils are rightly pleased with the wide range of enrichment activities that enhance the good curriculum. Opportunities for them to undertake regular sporting activities are severely curtailed by the very limited indoor and outdoor space. However, this is compensated for by the after-school sporting clubs and the daily 'Activate' sessions which help to support the pupils' good healthy lifestyles. All pupils learn French and a

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recently introduced Spanish club is further enhancing their linguistic skills.

The governing body provides effective support and challenge for the school. Following the promotion of the previous headteacher to another school, it appointed an acting headteacher who had previously worked with the school and who has been able to help sustain improvements made since the previous inspection. Self-evaluation is accurate and there have been improvements to the quality of teaching and learning, the result of systematic and effective monitoring. Plans for community cohesion are satisfactory. Strong links have been established with the local community. However, pupils' awareness of people from other backgrounds is a weaker area of their otherwise good spiritual, moral, social and cultural development. The improvement to pupils' progress, the quality of teaching and the school's rigorous self-evaluation demonstrate it is well prepared to sustain improvements.

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

- Ensure teachers' planning clearly identifies what all groups of pupils are expected to learn and check that these objectives are successfully achieved by the end of lessons, so that teaching is consistently good throughout the school.
- Improve pupils' awareness of people from different backgrounds by ensuring planning for community cohesion is clearly evaluated to determine its impact.

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

Children enter the school with skills and abilities that are similar to those expected for their age. Lesson observations demonstrate children make good progress during their time in the Early Years Foundation Stage so that they are well prepared for the next stage of education. By the end of Year 6, pupils' attainment is above average in the key areas of English and mathematics, and boys and girls attain equally well in both subjects. A systematic approach to the teaching of writing has ensured pupils' progress has accelerated in this aspect. For example, older pupils in Key Stage 2 demonstrated good writing skills, using correct punctuation, including quotations and in a journalistic style, when reporting on floods. Regular practice of mathematical skills ensures pupils are confident in problem solving. Pupils' speaking skills improve rapidly throughout the school, the result of effective questioning by the teachers that encourages the pupils to respond at length. They understand that when replying to questions they have to 'justify' their answers. Occasionally, there is some unevenness in progress when pupils are not sufficiently clear what it is they are expected to have learned by the end of lessons. Pupils with special educational needs and/or disabilities progress well. Skilled learning support assistants provide daily, intensive support for individuals and small groups of pupils, enabling them to progress well.

Pupils feel safe, thoroughly enjoy learning and talk enthusiastically about the visits and visitors and after-school activities that make learning more exciting. For example, they talk eagerly of when they collect mini-beasts, such as woodlice, from

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the woodland as part of science lessons but are keen to explain the importance of returning them to their original habitat. Pupils’ enjoyment of school is reflected in their above average attendance. They are keen to take on responsibility as part of the school council and as ‘Playground buddies’ to make sure all children have someone to whom they can talk. Behaviour, both in and out of lessons, is exemplary so lessons are not disrupted and pupils play happily at breaktimes. Pupils take leading roles in village life, regularly singing for church and local events and participating in village fetes. They are very enthusiastic in their support for local and national charities and look forward to developing their links with schools in France and Spain. Pupils have a secure awareness of other religions and cultures locally but their knowledge of people from other backgrounds in the United Kingdom and globally is less secure. Pupils’ above average basic skills and attendance and their good social skills prepare them well for the next stage of their learning.

*These are the grades for pupils’ outcomes*

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

**How effective is the provision?**

Teachers plan work well to match the needs of different abilities and ages in their classes. For example, in a good science lesson with pupils from Years 3 and 4, careful planning ensured that pupils of all abilities and ages were productively engaged in finding out the habitats of different animals using a range of resources. The pace in this lesson was good and it engaged the pupils’ interest because of the practical activities. Teachers use assessment information to plan lessons well, although learning objectives and success criteria sometimes lack clarity in identifying

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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exactly what it is that pupils will have achieved by the end of the sessions. Learning support assistants play an important role in helping those pupils who find learning difficult to make good progress.

Pupils say they enjoy learning because teachers make the work fun and interesting and ‘there are lots of exciting things to do’. They particularly enjoy the music tuition, learning to play a musical instrument and themes weeks such as ‘European Week’. Pupils from Years 3 to 6 are given the opportunity to participate in a residential visit, enhancing their social development very well.

Effective mentoring provides good guidance and support for those pupils who lack confidence or who are having learning or emotional difficulties, enabling them to take a full part in all aspects of the curriculum and school life. There is detailed tracking and assessment of their needs, enabling the school to put in place an effective range of support. This support is very effective for those pupils with medical needs. Child protection procedures are extremely effective.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The acting headteacher has a clear understanding of the school’s strengths and weaknesses through information assimilated during previous work with the school. This has enabled her to work effectively with senior teachers to drive forward improvements. Teaching is monitored effectively, with senior staff supporting and mentoring effectively staff new to the school. All staff share a common ambition of providing the best possible education and are developing their skills in utilising assessment information to monitor the work of the school. They are improving their skills in evaluating and moderating pupils’ learning. The leadership is effective in monitoring its work to ensure all pupils have equality of opportunity and that there is no discrimination. Safeguarding procedures are rigorous and implemented fully. All staff are fully vetted to ensure their suitability to work with children. Governors are regular visitors and demonstrate a good understanding of data and have a good input into development planning and the future of the school. They are working effectively to secure a new build to replace the current accommodation.

There are excellent links with parents and carers who are kept well informed about their children’s progress. They support their children’s learning, school events and activities very well. Community cohesion is promoted satisfactorily but leaders rightly

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acknowledge the need to extend the pupils’ awareness of the different backgrounds of people beyond their own locality. Effective partnerships with a range of providers contribute well to the quality of education. For example, links with a local secondary school have enabled it to improve the teaching of French. Very effective links with outside agencies contribute significantly to the identification of pupils with special educational needs and/or disabilities and to their support and progress.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Parents and carers are rightly pleased with the start their children are given in the Early Years Foundation Stage. They are particularly appreciative of the induction process which enabled all of the children to have ‘quality time’ with the teacher in the first few days, enabling them to get to know one another. Children settle quickly to work and rapidly gain in confidence. Work is planned effectively to meet the needs of individuals. The small number of children in the class enables them to be provided with a high level of effective support. Good attention is given to developing children’s recognition of letter sounds (phonics) and numeracy skills. Children make good progress because staff provide a good range of activities and make good use of assessment information when planning work. Ongoing assessments are used well to contribute to the children’s ‘Learning Journeys’ which are shared with parents and carers.

Some of the resources are dated and in need of replacement but the staff make effective use of space both inside and out to extend the free-flow of activities. There is a good balance of teacher-directed and child-chosen activities. The staff use a variety of learning strategies to stimulate the children’s enthusiasm. For example, singing activities are used to good effect to help children’s learning. Children’s

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speaking and listening skills develop well through role-play activities. The teacher has made particularly effective use of the building work taking place next to the school to stimulate the boys’ interest in writing, encouraging them to hold pencils correctly when they record information on the house plans. There are good opportunities for children to play with older school friends and this helps to improve their social skills well. The Early Years Foundation Stage is managed by the acting headteacher but the class teacher is rapidly gaining in experience and skills as a result of well-planned training activities and opportunities to view other settings.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

A higher proportion of parents and carers returned questionnaires than is seen nationally. Most parents and carers were very satisfied with the quality of education received by their children. All those responding felt their children were kept safe and secure and were looked after well. A small number felt that their child’s particular needs were not met and comments indicated this was linked to the very limited space available for physical activities. The school is very aware of this and compensates to a degree through additional activities provided after school and the daily ‘Activate’ sessions.

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

Ofsted invited all the registered parents and carers of pupils registered at Peppard Church of England 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 65 completed questionnaires by the end of the on-site inspection. In total, there are 86 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	75	13	20	2	3	1	2
The school keeps my child safe	47	72	18	28	0	0	0	0
The school informs me about my child’s progress	35	54	27	42	2	3	0	0
My child is making enough progress at this school	39	60	21	32	3	5	0	0
The teaching is good at this school	41	63	23	35	1	2	0	0
The school helps me to support my child’s learning	36	55	27	42	1	2	0	0
The school helps my child to have a healthy lifestyle	37	57	22	34	4	6	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)	36	55	18	28	3	5	0	0
The school meets my child’s particular needs	39	60	17	26	6	9	0	0
The school deals effectively with unacceptable behaviour	27	42	32	49	3	5	2	3
The school takes account of my suggestions and concerns	29	45	28	43	4	6	1	2
The school is led and managed effectively	27	42	31	48	3	5	0	0
Overall, I am happy with my child’s experience at this school	43	65	18	28	3	5	1	2

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](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.

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



16 October 2011

Dear Pupils

**Inspection of Peppard Church of England Primary School, Henley-on-Thames RG9 5JU**

Thank you very much for making us so welcome when we visited your school recently. We enjoyed talking to you and watching you work and play. This letter is to tell you what we found and what we have asked the school to do to become even better.

You are very polite and we were delighted to observe your outstanding behaviour and how well you worked with one another. You are keen to take responsibility and do much to support your school and the local community.

You are provided with a good education so that you attain standards that are above average by the end of Year 6. Children in the Reception class are provided with a good start and make good progress. The teachers work hard to ensure that all of you make good progress. Those of you who find learning a little difficult are given good help and guidance so that you are able to improve your work. We have asked the teachers to make sure that you all know exactly what it is you should be able to do by the end of lessons so that you all make good progress.

There are many interesting things for you to do and you have lots of visits and visitors that make your work more interesting. You have a good understanding of the need to eat healthily and you are keen to take part in the many sporting activities on offer. The staff look after you extremely well and you know how to keep safe. We have asked the school to help you learn more about people from different backgrounds, both in this country and in other parts of the world.

Those in charge of the school are working hard to make it better. All of you can help by telling your teachers if you find work a little easy.

Yours sincerely

Paul Edwards  
Lead inspector

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