

# Tackley Church of England Primary School

## Inspection report

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<b>Unique reference number</b>	123117
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	380600
<b>Inspection dates</b>	12–13 January 2011
<b>Lead inspector</b>	Jenny Batelen

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>	126
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steve McManus
<b>Headteacher</b>	Jane Chalmers
<b>Date of previous school inspection</b>	22 September 2008
<b>School address</b>	St John's Road, Tackley Kidlington Oxfordshire OX5 3AP
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	12–13 January 2012
<b>Inspection number</b>	380600



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## Introduction

Inspection team

Jenny Batelen

Additional inspector

This inspection was carried out with two days' notice. The inspector spent time observing nine lessons and five teachers. The inspector heard some pupils read from Years 1 and 2. She also held meetings with pupils, staff, and members of the governing body. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. She observed the school's work, and looked at documentation including policies, the school development plan, pupils' work and records of their learning and progress. She also observed pupils' behaviour and scrutinised the school's safeguarding procedures. The inspector analysed 89 completed questionnaires from parents and carers and those completed by pupils and staff.

## Information about the school

The school is smaller than the average-sized primary school and serves the immediate community and surrounding rural areas. While most pupils are of White British heritage. There are a very small number of pupils from other ethnic heritages, including those who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below the national average. The percentage of pupils identified with special educational needs and/or disabilities is average and includes a range of pupils with moderate learning needs. There are no pupils with statements of educational needs. Pupils in Years 2 to 6 are organised in mixed-age classes. The headteacher took up her post in September 2011. The school met the current floor standard set by the government, which determines the minimum expectations for attainment and progress.

Tackley Pre-School is located on the same site. This setting receives its own inspection and the report is available on the Ofsted website at [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**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

<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>3</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- This is a satisfactory school. Pupils' progress and achievement are satisfactory. Skilled teaching promotes pupils' understanding of the links between letters and sounds enabling them to build up successful strategies for reading. However, progress in mathematics is currently better than that in English, especially pupils' writing.
- Systems to identify pupils with special educational needs and/or disabilities are used effectively to ensure these pupils receive the support in order to successfully engage in lessons and make at least the expected progress. Parents and carers acknowledge this and, in addition, how their children are being helped.
- Teaching throughout the school is at least satisfactory and some is good. Lesson planning is now taking account of previous learning and pupils are increasingly being set appropriately challenging tasks. However, tasks set for pupils of average ability do not always enable them to make the expected progress. Additionally, teachers do not always ensure pupils are clear about what they have to do to improve their work.
- The school is a friendly, welcoming place and good-quality safeguarding underpins pupils' sense of security and enjoyment of learning. Pupils and staff speak of improved behaviour and how this is leading to pupils feeling safe and being able to learn and concentrate in their lessons. Despite this, some parents and carers express concern about disruption to learning in one class.
- The headteacher has provided good leadership since her arrival and ensured the school clearly understands the priorities it needs to address in order to improve. However, senior and middle leaders are beginning to develop their ability to identify subjects in need of improvement and lead their colleagues in tackling these effectively.
- Training for teaching assistants has enabled them to support pupils more effectively, particularly through sessions that prepare lower-ability pupils for their main class work.

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

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

- Raise the level of pupils' achievement to above average, especially in English, by ensuring that challenging tasks are always set for all pupils, especially those of average ability, particularly in writing.
- Improve the quality of teaching to be consistently good or better by:
  - using the information from accurate and regular assessments of pupils' work to always plan lessons that will enable pupils to make at least good progress
  - ensuring pupils understand how to improve their work and have time to respond to marking comments.
- Develop the skills of senior and middle leaders to be able to effectively identify areas for improvement in subjects and lead their colleagues in these improvements.

**Main report****Achievement of pupils**

Children enter the Early Years Foundation Stage with skill levels that are broadly in line with those expected for their age, although their communication, language and literacy skill levels are often lower than in other areas. Children make good progress in their language development and enter Year 1 with average skills for their age. This start to their learning is built on satisfactorily in both Year 1 and Year 2 with the result that most pupils are able to read at the expected level by the end of Key Stage 1.

Pupils leave Key Stage 2 with attainment in line with the national average in reading and writing and mathematics, having made satisfactory progress. This progress has been hindered in the past because teachers have not fully understood what pupils need to learn in order to progress to the next level, particularly in writing and especially for the average-ability pupils. As a result, assessments in English in Key Stage 2 do not show enough progress in writing. However, ambitious targets set for this year are now on track to be met.

Pupils identified with special educational needs and/or disabilities make progress similar to that of their peers. Some of these pupils have not made good enough progress in the past and this is a view held by a few parents and carers. Lesson observations confirmed that the improved identification of the needs of learners means that the provision of individual and group support now in place is beginning to make a difference, and pupils speak of how they find it easier to tackle their tasks because of the help they are receiving.

The very small numbers of pupils with English as an additional language are able to

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make good progress with support from an interpreter and also with the use of their language alongside English, as observed when pupils in the Reception class counted in Portuguese, French and English.

### **Quality of teaching**

Teaching is satisfactory. However, the school's focus on building up teachers' expertise at planning and delivering lessons which enthuse and excite pupils is beginning to have a positive impact on the quality of teaching and learning. As a result, examples of good practice are now evident and pupils' behaviour in lessons is improving. Pupils in Years 3 and 4 were excited and thoroughly involved when asked to improve their teacher's poem. They demonstrated their understanding of interesting vocabulary as they worked well together, and more-able pupils used high-level text features in their work. Year 1 pupils enjoyed their phonic session as they competently decoded words and decided whether they were words they could use or nonsense words.

Planning usually ensures that different groups of pupils can work at appropriate levels. However, the most recent progress is not always taken account of and so, sometimes, the work planned is not always challenging enough, particularly for the average-ability pupils. As a result, these pupils finish quickly, are not sure what to do next and need further direction from the teacher, thus distracting her from the groups she may be working with. Other adults in classes, including volunteers, give strong support to groups and individuals. Training to improve teaching assistants' skills means they have a better understanding of what pupils need to know. Pupils who find particular areas of literacy learning difficult spend time with teaching assistants preparing for the whole-class lesson. Pupils spoke very positively of these groups and of how they 'give me a head start' and 'now I can see where I am going'. Adults in the Early Years Foundation Stage provide very strong teaching and support that enables all children to take part in activities and make good progress.

Marking gives guidance as to how well pupils have done and what they must do to improve their work, but this is not always consistent or clear enough to ensure that pupils know what they have to do. Pupils are helped to work independently, in pairs and as groups and, as a result, they cooperate well. They are able to reflect on their own and each other's work and are able to use their imagination and creativity in a range of subjects. Most parents and carers feel that their children are well taught. Pupils are clear that they enjoy their learning, enjoy talking about their work and progress they are making and are confident that teachers will always help them.

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

From the time children start in the school there is a clear code of conduct, agreed by pupils and staff. As a result, the school is a cohesive community and pupils work and play well together. Children in the Early Years Foundation Stage exhibit exemplary behaviour, whether in teaching groups or playing independently. This is maintained by most pupils throughout Key Stages 1 and 2. Behaviour in lessons is mostly good,

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but there are a few instances where pupils with challenging behaviour need time for this to be managed. Systems now in place to support teachers in managing such behaviour are leading to less disruption for the whole class. However, some parents and carers express their concerns about this matter. Pupils are very positive about strategies that have recently been put in place to improve their behaviour and safety, particularly at playtimes. A range of play activities that occupy them and also develop different physical skills are available and an orderly return into school means that pupils are ready to learn following a break time.

Most parents and carers consider that the school keeps their children safe, although a few have concerns about bullying. Inspection evidence found no evidence of bullying. Pupils say that they feel safe and understand how to keep themselves safe, including when using modern technology. They say that there is no bullying and this tallies with the fact that the school has no recorded incidents of any form of bullying. Attendance is average, but is now improving.

## **Leadership and management**

The headteacher, working with the governing body, has identified key areas to improve. Training is focused on delivering the school's priorities of raising achievement, particularly in writing and for pupils with special educational needs and/or disabilities, thus ensuring equality for all. The rigorous performance management process, involving all staff, has increased awareness of how progress is achieved and of teachers' and teaching assistants' roles in ensuring this. More accurate identification of pupils with particular needs and a tighter focus on the targets set for them are leading to more effective provision and improving progress for these pupils.

The governing body has a range of skills and, with an increased understanding of the information about the school, has clear and high expectations of the school's capacity to raise achievement. Governors provide good support and challenge to the school aiming to ensure the best for all pupils. All staff are very positive about their professional development and the level of support they receive from the school in order to improve their practice. This is evident in lessons observed and is leading to an increased rate of progress for pupils.

There is a common sense of enthusiasm and a shared approach and commitment to improving the school. Senior and middle leaders are at the early stages of giving strong leadership and direction in their areas of responsibility. However, the increasing improvements in teaching and achievement, along with improving behaviour and attendance, are clear markers of the success of recently introduced strategies, indicating that the school has the capacity to improve further.

The curriculum is satisfactory. Planning is based on themes which include a book as a focus and a multicultural element. The school's provision for pupils' spiritual, moral, social and cultural development is good. The involvement of pupils in decision making about their learning experiences and about whole-school matters gives them

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a strong sense of pride and of value as members of their community. Pupils contribute to the local community through their strong links with the church and involvement with village activities. Pupils' awareness of the needs of others and learning to respect diversity is encouraged through curriculum experiences, fundraising, and celebration of other faith festivals. There is no discrimination. The governing body regularly seeks the views of parents and carers and responds to their worries and concerns, although a few parents and carers feel that this is not the case. The school's safeguarding procedures meet statutory requirements and give no cause for concern.

## 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.**



16 January 2012

Dear Pupils

### **Inspection of Tackley Church of England Primary School, Tackley OX5 3AP**

Thank you for making me so welcome when I inspected your school recently. Thank you also to those of you who returned questionnaires about your school. I enjoyed joining in your lessons, collective worship and singing, and talking to you and hearing you read.

Your school helps you make satisfactory progress. Here are some of the things I found out about your school.

- You told me how your behaviour has improved and that you play and work well together and feel safe in school.
- You listen carefully to your teachers and usually work hard in your lessons.
- All the adults in the school care a lot about you and make sure that you are safe and well supported.
- The adults who manage and run your school are working hard to make sure you have the best opportunities to achieve well.

There are some things I have asked the school to do to make it better. These are:

- improve the progress you make in English, particularly in writing, by making sure that you and your teachers understand exactly what you need to do to improve your work and are clear about this when they mark your work
- make sure your teachers really know how well you are doing so that they can plan work for you that makes you think and helps you make good progress
- help teachers who are senior leaders and middle leaders in your school to make further improvements to how well you learn.

All of you can help by working hard and making sure you know what to do and how to make it even better.

Yours sincerely

Jenny Batelen  
Lead inspector

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