

# Ducklington Church of England Primary School

Aston Road, Ducklington, Witney, OX28 7US

**Inspection dates** 27–28 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Under the inspired leadership of the current headteacher, senior leaders and staff have worked hard to make far-reaching changes which have rapidly and securely improved achievement.
- Children make a good start in Reception. The welcoming atmosphere and strong focus on learning help them to settle quickly and make good progress to reach the expected levels by the time they reach Year 1.
- Good teaching has meant that, over the past five years, pupils have reached national average standards at the end of Year 6 from starting points which are typically below those expected for their age.
- Over the past year, improvements in teaching, together with tailor-made guidance from well-trained teaching assistants, have accelerated pupils' progress.
- School data show and inspection evidence confirms that, in 2012, pupils at the end of Year 6 reached standards which were above, and sometimes well above, the expected levels.
- Although teaching is good, and some is now outstanding, teachers do not always make enough checks on how pupils are learning and more-able pupils are not always fully stretched. A few teachers talk for too long and this limits pupils' independent learning.
- Pupils enjoy coming to school, attendance is high and behaviour is good. Pupils have positive attitudes to their learning and say they feel safe at all times.
- The governing body is diligent, holds the school to account and plays a significant part in making important decisions which drive the school forward.

### It is not yet an outstanding school because

- Inconsistencies in teaching limit the achievement of more-able pupils and opportunities for pupils to work independently. There are not always enough checks on pupils' learning.
- The achievement of more-able pupils in mathematics does not match their achievement in reading and writing.

## Information about this inspection

- This inspection was carried out with half a day's notice and took place over two days.
- The inspectors observed teaching and learning in 17 lessons, in seven classes, taught by eight teachers.
- They held meetings with the headteacher, senior leaders, members of the governing body, the local authority, staff and groups of pupils.
- Joint observations of teaching and learning were conducted with the headteacher.
- Inspectors listened to pupils reading.
- They spoke to parents and carers and took account of the 28 responses to the on-line questionnaire (Parent View) in planning the inspection.
- They observed the school's work, and looked at school policies, including those relating to safeguarding and equality, the governing body minutes and planning documents.
- They scrutinised pupils' work and took account of seven questionnaires returned by staff.

## Inspection team

Barbara Atcheson, Lead inspector

Additional inspector

Kewal Goel

Additional inspector

## Full report

### Information about this school

- Ducklington is a smaller than average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of pupils who are known to be eligible for the pupil premium is below the national average.
- The proportion of pupils supported through school action is below the national average.
- The proportion of those pupils supported at school action plus and those with a statement of special educational needs is below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A new headteacher was appointed in September 2011.

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

- Increase the proportion of outstanding teaching by ensuring:
  - all teachers' expectations of what more-able pupils can do are raised, so that these pupils are suitably challenged
  - teachers do not talk for too long in lessons, so that there are increased opportunities for pupils to work independently and use their initiative
  - all teachers make frequent checks on pupils' learning throughout their lessons.
- Raise the achievement of more-able pupils in mathematics to match the outcomes in reading and writing.

## Inspection judgements

### The achievement of pupils

### is good

- Over the last academic year, incisive improvements in teaching and the curriculum, combined with effective training for teaching assistants, have accelerated achievement for all groups of pupils throughout the school. Evidence from Parent View and from discussion with parents and carers confirms that they are happy with their children's progress.
- Pupils join the Reception class with skills, knowledge and understanding which are lower than normally expected. Good, and at times outstanding, teaching ensures that they make good progress during the Early Years Foundation Stage.
- Learning how to blend letters and sounds becomes both enjoyable and meaningful when Reception children vie to identify the correct sounds and post them through a 'robot's' mouth. Most reach the levels expected for their age, but relatively few exceed these on entry to Year 1.
- At Key Stage 1, progress is generally good and standards are broadly in line with the national average at the end of Year 2, including attainment in reading. External moderation has shown the school's assessment to be accurate and this forms a sound basis for judging pupils' progress.
- Over the past five years, pupils have been reaching average levels of attainment by the end of Key Stage 2. However, school records show, and inspection evidence confirms, that by the end of Year 6, pupils, overall, are now reaching standards that are above the expected levels of attainment in writing and well above in reading and mathematics. More-able pupils are reaching above-expected levels of attainment in reading and writing, but they are reaching expected levels in mathematics.
- Pupils who are disabled and those who have special educational needs make good progress. This is because of the high priority the school gives to meeting their needs. By ensuring consistent and high-quality help from well-qualified teaching assistants wherever it is needed, the lower-attaining pupils, those eligible for the pupil premium and those whose circumstances may make them vulnerable make good progress. As a result, any gaps between them and all pupils nationally were closed effectively in 2012.
- Achievement in writing has improved as a result of the good measures taken by the school since the last inspection. Reading is a strength across the school due to the systematic use of the well-embedded phonics (letters and sounds) programme. Most pupils achieve well in mathematics, although more-able pupils are not always stretched.
- Pupils achieve well in all subject areas because their learning is interesting. 'WOW' days at the start of term ignite pupils' enthusiasm. Large pieces of high-quality art work are a testament to their thirst for learning and desire to do well, coupled with the teachers' effective level of subject knowledge that guides them.

### The quality of teaching

### is good

- Teachers and teaching assistants are skilled in motivating pupils to have positive attitudes to learning and this ensures their behaviour is never less than good in lessons.
- The accurate use of assessment ensures that tasks are generally well matched to pupils' needs and helps them to extend their knowledge and understanding and make good progress. However, when more-able pupils have to cover the same work as their peers, before moving on to the more challenging work of which they are capable, it limits their achievement.
- Reading, writing and mathematics are taught well and pupils apply their skills across the curriculum. Spiritual, moral, social and cultural aspects are also taught effectively across the curriculum and this leads to pupils' good development.
- In a Year 5 and 6 mathematics group, pupils showed a good level of independence and confidence when using and applying their mathematical skills, knowledge and understanding in a variety of tasks aimed at using formal methods of calculation. However,

this is not always the case and there are times when pupils sit through lengthy explanations and perform tasks which are more directed and do not test their initiative.

- In an outstanding Year 3 lesson, the teacher's enthusiastic approach and high expectations ensured that, although all the pupils were eager to make an animated response to demonstrate their use of connectives, they stopped to listen in a 'pin drop' silence as the teacher made a clear point which moved their learning on. However, in some lessons, pupils lack such well-timed support and their pace of learning slows.
- Good teaching in the Early Years Foundation Stage provides a strong base for children's future learning. Adults plan a wide range of opportunities, both inside and out of doors, to develop children's independence and acquisition of basic skills in literacy and numeracy. For example, a group of Reception children relished the opportunity to unearth vegetables in the garden. Their surprise added to their excitement, providing a truly memorable experience. Adults used this in a skilful way to strengthen children's knowledge, understanding and their use of language.

### **The behaviour and safety of pupils are good**

- Pupils enjoy their work. They say that they love coming to school and so attendance rates are high.
- Pupils are polite and have positive attitudes towards learning, readily taking responsibility for their own learning when given the opportunity, and always trying to improve. They show a good knowledge of the different types of bullying. Those who spoke to the inspectors were emphatic that there is no bullying and said they know that there will always be someone who will listen to them.
- They are knowledgeable about how to stay safe in school, at home and on the internet. All parents and carers who contributed to the inspection agree that their children are safe.
- The school's focus on values and the excellent range of opportunities that the school plans for pupils to develop their understanding of spiritual, moral, social and cultural issues stand them in good stead for life in the outside world. Pupils learn to respect and understand the beliefs and religions of other people through their lessons and a range of displays from other cultures. They also write to other children in France and in Kenya.
- Pupils benefit from these experiences and put them to good use when contributing to the school's vision statement and code of good conduct.

### **The leadership and management are good**

- The current headteacher has rapidly got to grips with what needs to be done and has formed an accurate view of the school.
- Senior leaders and staff have been quick to see that the changes that have been made have resulted in a dramatic acceleration in pupils' performance. This has inspired confidence, renewed energy and motivated staff in the quest to accelerate progress and raise attainment.
- A redistribution and clarification of roles and responsibilities have helped senior leaders to make a significant impact and play an increasingly important role in this process.
- School improvement plans are well focused and based on robust and accurate self-evaluation. The management of teaching performance is good and effective professional development, based on the needs of the staff and the school, is making significant improvements to the quality of teaching and learning. The local authority provides useful opportunities for professional development in the course of its light touch support for this good school.
- All teachers are held to account for pupils' progress at regular meetings, where the school's accurate tracking system highlights any underperformance. This, together with the school's good care and guidance for all pupils, ensures that the provision to secure equal opportunities and to tackle discrimination is good.

- The creative curriculum excites and motivates pupils while providing a secure framework for them to practise and build their skills in reading, writing and mathematics. The excellent opportunities that are planned for pupils' spiritual, moral and social development ensure that the school is a cohesive community. Pupils are well exposed to civic institutions and their responsibilities as citizens.
- **The governance of the school:**
  - members of the governing body have a good knowledge of the strengths of the school and the areas for development
  - they are well informed and proactive
  - they effectively challenge and support senior leaders and play an important role in the strategic direction of the school
  - they ensure that the performance management system, including the performance management of the headteacher, improves the quality of teaching and leadership
  - they ensure that statutory duties are met and that financial resources, including the pupil premium, are managed effectively
  - they fulfil their statutory duties with regard to safeguarding.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	123107
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	400118

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	191
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Godwin
<b>Headteacher</b>	Sarah Nisbett
<b>Date of previous school inspection</b>	14–15 September 2010
<b>Telephone number</b>	01993 703651
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