

# Dashwood Banbury Academy

Merton Street, Banbury, Oxfordshire, OX16 4RX

**Inspection dates** 14–15 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	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.

- School leaders have successfully created a close knit and popular school where pupils are happy and achieve well.
- From their starting points, all groups of pupils make good progress in all areas, particularly in literacy and numeracy. Standards are above average by the time pupils leave at the end of Year 6. This is because the quality of teaching is good.
- Teachers' good subject knowledge and skilled use of questioning effectively improve pupils' understanding of their work. Teachers use the outside areas well to stimulate pupils' imagination.
- Children get a good start in the Early Years Foundation Stage.
- Behaviour is good and pupils feel safe in all areas of the school.
- The curriculum promotes pupils' spiritual, moral, social and cultural development well through displays, assemblies and discussions.
- Leaders have worked relentlessly to ensure that teaching and achievement are good. Leaders are determined to be an outstanding school.

### It is not yet an outstanding school because

- Teachers do not consistently provide sufficient challenge for the more-able pupils to help them think deeply about their learning.
- Teachers' high quality marking and feedback to pupils in mathematics and English are not always applied as well in other subjects.
- Some middle leaders in the early stages of learning how to fulfil their roles are not always fully skilled in driving improvements in their areas of responsibility.
- Sometimes pupils' completed work is not presented to a high enough standard.

## Information about this inspection

- Inspectors observed 14 parts of lessons. Three lessons were jointly observed with the principal and the vice principal.
- Inspectors listened to pupils reading in Years 1, 2, 4 and 6.
- Meetings were held with three groups of pupils, key staff, three members of the governing body, the Chief Executive Officer and the Executive Principal of the academy.
- Inspectors looked at a range of documents including: the academy's evaluation of its own performance; pupils' work; and local advisory board minutes. Records relating to safeguarding, behaviour, attendance and the sports funding were also looked at.
- Inspectors took account of the 20 responses to the online questionnaire (Parent View) and spoke to parents at the start of the school day.
- Inspectors looked at the 26 questionnaires returned by staff.

## Inspection team

Sharona Semlali, Lead inspector

Additional Inspector

Jan Edwards

Additional Inspector

## Full report

### Information about this school

- This is a smaller-than-average-sized primary school.
- The three main ethnic groups in the school are White British, Polish and Pakistani.
- The proportion of pupils that have English as an additional language is well above average.
- The school became an academy on 1 August 2012. The principal took up her position in September 2013. When the predecessor school was inspected in September 2011, it was judged to be good.
- The proportion of pupils known to be eligible for support through the pupil premium is above average. (The pupil premium is extra funding for those pupils known to be eligible for free school meals, those from service families and those looked after by the local authority.)
- The proportion of pupils supported by school action is below average. The proportion supported by school action plus or with a statement of special educational needs is also slightly below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school manages its own breakfast club.

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

- Raise teaching to outstanding by ensuring that teachers consistently:
  - provide more challenge for the more-able pupils to help them deepen their understanding of their work
  - provide high quality marking and feedback to pupils in subjects other than mathematics and English
  - show pupils how to present their work to a high standard.
- Develop and strengthen the roles of middle leaders so that they all have the skills to fully drive improvements in their areas of responsibility by monitoring and analysing the quality of teaching and the progress of pupils.

## Inspection judgements

### The achievement of pupils is good

- All groups of pupils throughout the school make good progress, particularly in literacy and numeracy. Attainment is above average by the end of Year 2 and by the time they leave Year 6. Writing is a particular strength.
- Children join the Early Years Foundation Stage with skills that are often below that typical for their ages. The areas of underdevelopment for most are language and physical development. Staff, supported by a speech and language specialist, are successfully addressing these areas so that progress across both the Nursery and Reception class is good.
- Pupils who speak English as an additional language achieve better than their peers in the school and their peers nationally. This is partly because school leaders ensure that pupils are supported by staff confident in the children's home language. Thus, language barriers are readily overcome across all areas of the curriculum. This way, the school ensures it is promoting equality of opportunity for all of its pupils.
- Disabled pupils and those with special educational needs make good progress from their individual starting points. This is because school leaders have made important changes to what is offered to these pupils, ensuring their individual plans are written in child friendly language. Also, useful prompts are given to parents on how they can support their children.
- The attainment gap between those eligible for the pupil premium funding and others in the school was wide in the last academic year. Eligible pupils were four terms behind in reading and almost five terms behind in mathematics and writing. However, currently in some year groups, those eligible for the pupil premium funding are achieving better than other pupils. Where there remains a gap, it is narrowing rapidly.
- Although the more-able pupils achieve well, some of this group could do better still. In discussion with pupils, they feel attending The Brilliant Club, where they spent a session learning at Oxford University, followed up with further sessions at school with a university tutor, has helped to stretch their aspirations. Nevertheless, in some lessons they are not always given sufficient levels of challenge to deepen their thinking skills.
- In 2013, the proportion of pupils making more than the progress expected nationally was above average. The proportion of pupils achieving the higher Level 6 in mathematics was three times that of the national figures.
- Pupils are given quality time to write for extended periods in most areas of the curriculum. This has helped them to make good progress in writing.
- Pupils who are at the early stages of reading can effectively use the sounds of letters to work out any unfamiliar words. They read regularly both at home and at school and can talk about their favourite books and authors. Suggested books for pupils to read are put on the school's website. This helps to motivate them to read for pleasure.

### The quality of teaching is good

- Good quality teaching is enabling pupils to achieve well, particularly in literacy and numeracy.
- The quality of teaching in the Early Years Foundation Stage is good. Teachers have created a well-organised, calm and stimulating environment where children understand and follow the routines well.
- The learning environments in both of the indoor and outdoor areas are rich in language and number. These are helping children to become more confident in these aspects. Staff make good use of the outdoor learning environment; for example, teachers effectively captivated children's attention by taking a group from the Reception classes outside to find the types different of mini beasts. Children were intrigued by the movements of the long worms and were thoroughly excited in capturing and looking closely at the snails in the bug collector. This outdoor

experience is now extended to pupils in other year groups.

- Good knowledge of how pupils learn is characteristic of the teaching in numeracy. As a result, pupils can quickly solve problems in mathematics by using their mental skills. They are encouraged to link aspects of mathematics to the real world.
- Pupils say that teachers make learning fun. Year 2, for example, excitedly explored which washing up liquid makes the best bubbles. Another group was well supported in tasting and guessing different types of food whilst blindfolded.
- Pupils' work shows that the pupils are given plenty of opportunities to write for a real purpose. Nevertheless, teachers do not consistently ensure that completed work is presented to a high enough standard so that pupils have a real sense of pride in all of their work.
- Marking in mathematics and English is of a high quality. It enables pupils to know the next steps needed to improve their work and they are given useful time to act up on good advice. This is not always the case with written work in other areas, however.

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

- The behaviour of pupils is good. It is not yet outstanding because where teaching does not fully capture every child's interest, concentration can wane. Staff, parents and pupils consider that behaviour is good. Pupils are well mannered, friendly and have a good understanding of the school's behaviour systems. Behaviour in the Early Years Foundation Stage is good and children are also polite and confident.
- The school actively promotes the importance of pupils treating each other and all adults in the school with respect. This is clear in the way pupils from different backgrounds play with each other and collaboratively learn together in lessons. For example, in a Year 2 lesson, pupils worked cooperatively and showed mutual respect when they had to re-tell a story to a partner.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe. They have a good understanding of the different types of bullying. They know how to keep themselves safe when using the internet. Pupils say that bullying hardly happens in their school and if it does it takes the form of name calling. They are confident that this will be always sorted out by any of the adults within the school.
- Pupils take their responsibilities seriously and feel that school leaders value their opinions which are clearly expressed through members of the aspirational councillors. An example of this is where a pupil survey showed pupils wanted lunchtime and the school day to be shorter. Pupils said this was 'because we used to get tired of each other during the last fifteen minutes which caused a few problems'. This was acknowledged and now these changes have been implemented.
- Attendance is in line with the national average.
- Breakfast club provides a healthy meal, with a range of activities which includes some soft play apparatus and table games. This also supports pupils well in getting to school on time. It helps them to have a healthy and settled start to their school day.

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

- Senior leadership and management are good because the principal, vice principal and the local advisory board have strongly focused on raising the quality of teaching and improving pupils' achievement so that both are good. They have worked relentlessly to ensure that gaps in achievement between those entitled to the pupil premium funding and others in the school are closing.
- Leaders and managers at all levels are clear about the school's strengths and weaknesses. This is reflected in the well written school improvement plan that focuses on the correct priorities and has clear, succinct and measurable targets.

- Teaching is improving because senior leaders and, increasingly, middle leaders regularly monitor it and meet frequently with teachers to check pupils' progress. All teachers have challenging targets that clearly link to pupils' achievements. The academy's well written policies show how any underperformance is addressed. Extra support, such as coaching and mentoring by senior leaders, has helped to improve teaching in the school.
  - Senior leaders have recently started to establish different working parties for English and mathematics. These are helping to develop the roles of the middle leaders, as some are in the early stages of driving improvements in their areas of accountability.
  - The curriculum is stimulating and enables pupils to experience exciting learning beyond the classroom. It incorporates well pupils' interests. For example, the children in the Early Years Foundation Stage were fascinated by space and so teachers took them to the nearest space centre to explore further their experience on this subject. Pupils in Year 4, studying about chocolate, visited Cadbury's World in Birmingham to extend their knowledge on this subject.
  - The curriculum strongly promotes pupils' spiritual, moral, social and cultural development. For example, every class has a tree and all pupils have a branch which shows their long term aspirations. Older pupils, in discussion, are striving towards going to a university, whilst the younger ones write that they want to learn their numbers.
  - The sports premium funding has effectively helped to improve the quality of teaching of physical and sports education in the school. Several experts are now contracted to enable this to happen through after-school clubs and through extra training for staff. As a result, pupils are now competing in a variety of sports at a local level and in dance at county level. Also, the take up of sports in Key Stage 1 is high.
  - The academy trust provides an excellent amount of support and challenge to the school. For example, the sharing of best practice and training for staff is often in collaboration with other primary and secondary schools. All of this has helped Dashwood to become a good school. The school continues to keep its good close links with other schools locally that are not in the academy trust.
  - The school has established good communication links with parents. It provides different types of support, enabling them to help their children learn at home. For example, by inviting parents to an increasing chances of success meeting, they are more equipped to support their own children. An increasing number of parental volunteers are coming into school to hear pupils read. All of this helps to foster good relationships within the local community.
  - **The governance of the school:**
    - The governors are well led by a very knowledgeable and experienced Chair of the Governing Body. All members have a responsibility that is aligned to an aspect of the school improvement plan. They have received good training to help them carry out their roles and responsibilities. Governors regularly come into school to monitor their portfolio. They have a good understanding and overview of the school's data. This enables them to provide an equal balance of support and challenge to school leaders, as well as a grasp of how the school performs in relation to other schools nationally. Governors also have a good understanding of how the pupil premium and sports funding are spent and the impact on the pupils, as well as a secure overview of the school's finances. They clearly understand how the academy links teachers' salary to their performance and the performance management of the principal is carried out robustly. They ensure that pupils are kept in safe as safeguarding policies and procedures meet statutory requirements and the governors do not tolerate any form of discrimination.
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## 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>	138501
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	426381

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>	Maintained
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	248
<b>Appropriate authority</b>	The governing body
<b>Chair of the governing body</b>	Claudia Wade
<b>Principal</b>	Rachel Gallyot
<b>Date of previous school inspection</b>	Not applicable
<b>Telephone number</b>	01295263240
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