

# Marcham Church of England (Voluntary Controlled) Primary School

Morland Road, Marcham, Abingdon, OX13 6PY

**Inspection dates** 1–2 April 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	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.

- This is a school which fulfils its aim to be a 'caring, collaborative community where learning is fun'.
- Pupils make good progress and two thirds achieve at the higher Level 5 in reading by the time they leave; nearly half achieve this level in mathematics and writing as well. This is a significant improvement since the previous inspection.
- Teaching provides interesting and motivating lessons that enable pupils to learn well. Class teaching teams work cohesively together and know individual pupils well so that they all make good progress.
- Pupils work well together and they all expect each other to behave well. There are high-quality relationships and mutual respect at all levels across the school. Pupils say that they feel safe in the school.
- Leaders and managers, including the governing body, have made sure that pupils' achievement and the quality of teaching have improved since the previous inspection.
- Pupils' social, moral, spiritual and cultural development is outstanding. This is exemplified in their clear understanding of the Christian values of this school and the way that they treat each other.

### It is not yet an outstanding school because:

- There is not yet a sufficient proportion of outstanding teaching that rapidly adjusts learning in lessons as soon as pupils show that they understand.
- Those with recent responsibilities for improvements across the school have not yet fully evaluated what has happened as a result.

## Information about this inspection

- The inspector observed 11 lessons taught by six teachers of which four were jointly observed with the headteacher. In addition, short visits were made to other lessons, and the inspector listened to pupils read.
- Meetings were held with the headteacher, senior teacher, nine governors including the Chair of the Governing Body, two groups of pupils and a local authority representative.
- The inspector took account of the 60 responses to the online questionnaire, Parent View, and also of a recent parent questionnaire conducted by the school. The responses to 13 staff questionnaires were analysed.
- The inspector looked at school documents, including school data relating to assessment and pupils' progress, planning for school improvement, monitoring of teaching and learning, records relating to behaviour and attendance, minutes of the governing body meetings and documents relating to safeguarding.

## Inspection team

Janet Dinsmore, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a much smaller than average-sized primary school. The majority of pupils are of White British origin. There is an average proportion from a range of other minority ethnic groups, and just over half of these are learning English as an additional language.
- There are very few pupils known to be eligible for the pupil premium. Pupil premium is additional funding for those known to be eligible for free school meals, children from service families and children that are looked after.
- The proportion of pupils with special educational needs supported at school action is average. The proportion supported at school action plus or with a statement of special educational needs is well below average.
- Marcham Pre-school is on the school site.
- The school does not use any alternative provision.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

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

- Improve teaching so that a greater proportion is outstanding by making sure that:
  - learning is adjusted more quickly in lessons as soon as pupils demonstrate that they understand
  - marking and feedback are precise and consistently applied in all classes, particularly for different types of writing.
- Improve leadership and management so that those with recent responsibilities for improvements across the whole school evaluate the results of their actions.

## Inspection judgements

### The achievement of pupils

is good

- There are varying sized cohorts in each year group and they also vary considerably in ability when they enter the school in the Reception class. Most have skills below the expected levels for their age. They all make good and accelerated progress so that the large majority are well prepared to continue with learning in Year 1. Achievement at the end of Key Stage 1 has risen steadily for the last three years.
- Pupils make good and sometimes outstanding progress with their reading throughout the school. All pupils achieve the standard expected by the time they leave. They make a good start in the Reception class, rapidly learning their letters and sounds, and using these to read and spell words. In Year 1 they demonstrate competence in using these skills to write sentences.
- Pupils throughout the school really enjoy reading, so by the time they leave they have read many different authors and can discuss knowledgeably the characteristics of a wide range of books. Pupils in Year 3, for example, choose from a well-stocked library as well as proudly reading their own work in the class books.
- Pupils in all classes make good progress in developing mathematical skills. Higher-ability pupils in Year 2, for example, demonstrated that they could subtract three-digit numbers by quickly showing this on a number line to check their mental calculations. In Years 4 and 6 they had frequent opportunities to demonstrate a range of skills in calculations involving fractions, continuing to challenge themselves.
- Pupils throughout the school make good progress in developing writing skills. Pupils in Years 1 and 2 acted out a poem using reminders in pictures they had drawn for themselves, developing excellent communication skills and vocabulary that they then used in their writing the following lesson.
- Pupils in Year 4 used music and pictures to develop descriptive writing with a good range of vocabulary. Pupils in Years 5 and 6 had a good knowledge of grammar and could demonstrate how to use adverbial phrases, emotive description and sentence construction when writing a diary of a recent residential trip.
- Pupils with special educational needs achieve as well as their peers, as do the few pupils eligible for the pupil premium. There are no gaps in achievement and in some cases pupils eligible for the pupil premium achieve at higher levels than their peers.
- Pupils who arrive new to the school and those who are new to learning English settle quickly and make accelerated progress.
- Higher-ability pupils achieve well at the school with significant proportions achieving at Level 5 in English and mathematics and some Level 6 in mathematics by the time they leave. They relish the continual challenge they are given in mathematics in particular.

### The quality of teaching

is good

- There is a clear focus on the tracking of assessments of each individual pupil. All teachers' secure knowledge of this means that lessons and activities are planned to continually accelerate pupils' learning. This is an improvement since the previous inspection.
- Teachers plan activities in lessons that motivate and excite pupils' interest. For example, pupils calculated fencing for a field to prevent lambs escaping and constructed a poem about a dinosaur. Pupils were therefore highly motivated to use their skills in calculation and writing.
- Pupils learn quickly because teachers and teaching assistants have high expectations of what they can achieve. Staff use well directed questions to help pupils explain clearly what they have learnt and work out what to do next.
- Pupils say that the homework activities give them good opportunities to practise skills or prepare for work in school. In Year 3, for example, they found out more facts about mountains and

mountaineers, and in Years 5 and 6 extended and practised their mathematics skills.

- Teachers regularly check on pupils' achievement so that any slight slowing in progress is identified. Small-group or individual work for reading or mathematics is then organised so that pupils catch up quickly. The school now clearly identifies pupils with special educational needs earlier and makes sure that they receive the help that they need. This is an improvement since the previous inspection.
- Pupils say that they know how well they are doing and they know what to do to improve their work. They have opportunities to check their own and their peers' work and teachers check and mark work well but sometimes the systems for this are not consistently applied in sufficient detail, for different types of writing, in all classes across the school.
- Teaching is not yet outstanding because in some lessons the activities are not adjusted quickly enough to increase the pace of learning further for the different groups of pupils.
- In most lessons more-able pupils are given work that is challenging. In Years 4, 5 and 6 pupils for example, chose to start with the most challenging questions in mathematics lessons.

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

- The behaviour of pupils is good. Pupils apply themselves well in lessons, no time is wasted and they are keen to do their work and demonstrate their capabilities. Pupils are confident communicators throughout the school. They are curious, courteous and polite.
- They know that their opinions are valued and are given many opportunities to contribute to the life of the school. Year 6 organise games and equipment in the playground and the school council leads the organisation of whole-school activities for fund raising for sport relief, for example. The worship committee work closely with staff to improve assemblies and create opportunities for prayer and reflection.
- Pupils say that bullying is rare and any minor falling out is dealt with well by staff. School behaviour logs show that this is true, as any minor poor behaviour is recorded accurately and actions taken quickly. Pupils get on really well together so new arrivals settle quickly and rapidly conform to the high standards of behaviour demonstrated by their peers.
- The school's work to keep pupils safe and secure is good. Pupils feel safe at school and know how to stay safe on the internet and roads. Older pupils also know how to administer emergency first aid.
- The school promotes equality of opportunity, good relations and prevents discrimination in all aspects of its work. It celebrates the range of countries and cultures that pupils come from.

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

- Leaders and managers, including governors, have made sure that the school has improved since the previous inspection. There is detailed and accurate self-evaluation, using data about pupils' progress, to plan for improvement across the school.
- Teachers are set targets for pupils' progress in their classes and all teachers are now aware and accountable for this and know exactly how well the different groups of pupils are doing.
- The school ensures that pupils' social, moral, spiritual and cultural development is outstanding. This is achieved through an excellent partnership with the local church which promotes the strong Christian character of the school. There are also additional opportunities for learning instruments and musical performance as well as watching performances regularly.
- Middle leaders have received training recently and are undertaking improvements to aspects of the school. There has not yet been sufficient time to demonstrate the effectiveness of some of these and they have not yet been evaluated.
- The local authority increased support for the school for a period following the previous inspection. It has now reduced this and is confident in the current leadership of the school to continue the improvements that have been made.

- The school works effectively in partnership with other local schools to share good practice and make the best use of training opportunities. There are frequent opportunities for children in the pre-school to join in with the Reception class and this helps with a smooth transition to school and accurate assessments of children’s stages of learning and development.
- Sport funding has been used effectively to improve teachers’ skills in teaching physical education and increase participation in after-school sports clubs; all Key Stage 2 pupils have taken part in one and there have been special opportunities for those who never previously participated to play team games.
- Parents and carers appreciate the work of the school and how well it caters for the individual needs of each of their children.
- Statutory requirements for safeguarding are met.
- **The governance of the school:**
  - Governors have made sure that they are trained well and have a good range of skills from other professions including education, public service and accountancy to fully hold the school to account. Since the previous inspection they have reorganised their structure and improved their systems of recording their own work and checking the school’s work so that they can effectively challenge the leadership. They know that the small amount of pupil premium funding is spent on individual tuition and ensuring that pupils have full access to a wide range of opportunities and this has made sure that they are achieving as well or better than their peers. Governors know how well the school is doing in comparison to other schools and understand the data well so that they can question and challenge the school. They manage the performance of the headteacher well, setting clear targets for pupils’ achievement. They know about the quality of teaching and make sure that teachers’ pay is related well to their contribution to the school and pupils’ progress. They are aware of what support is being provided to improve teaching and where underperformance was addressed in the past.

## 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>	123155
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	431043

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>	132
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Jude Brown
<b>Headteacher</b>	Viv Hutchinson
<b>Date of previous school inspection</b>	12–13 March 2012
<b>Telephone number</b>	01865 391448
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