

Cotteslowe Primary School

Wren Road, Oxford, OX2 7SX

Inspection dates 18–19 March 2015

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Good 2
Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Good	2
Achievement of pupils	Good	2
Early years provision	Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress across the school in reading, writing and mathematics. When pupils leave the school in Year 6 they have reached standards broadly in line with those found nationally.
- Senior leaders have successfully focused on raising pupils' achievement and improving the quality of teaching so that it is usually good with examples of outstanding practice.
- Teachers use marking effectively to help pupils know how well they have done and how they can improve their work.
- Pupils behave well. They enjoy their lessons and show respect for each other and adults.
- Pupils feel safe and know how to keep themselves safe.
- Subject and key stage leaders have a good knowledge of how individual pupils are progressing in their areas of responsibility. They produce clear plans for further improvement.
- Governors know the school well. They are increasingly asking searching questions of the senior leaders in order to help the school improve further.
- Parents value all that the school does for their children. They speak highly of the support their children are given in order that they can make good progress.
- Children in the early years provision have a good start to school. They make good progress in all areas of learning and are well prepared to enter Year 1.

It is not yet an outstanding school because

- Teachers sometimes set work which does not appropriately challenge all groups of pupils. Some may find it too easy or too hard and their progress slows.
- Teachers and classroom assistants are not always quick enough to see when pupils are not doing as well as they should in lessons and do not adjust the tasks they have set appropriately.
- Governors and some middle leaders are unable to make good use of the summary information on the progress of individual pupils because it is not clear enough.

Information about this inspection

- Inspectors observed 18 lessons and part-lessons. They were accompanied by the headteacher, deputy headteacher and acting deputy headteacher in eight of the observations.
- Meetings were held with senior leaders, subject leaders, members of the governing body, a representative of The Cherwell School Academy Trust and pupils from Years 3 to 6.
- The inspectors heard pupils from Years 1, 2 and 3 read.
- Inspectors looked at the school's development plans and monitoring files, the headteacher's leadership files, and arrangements for the management of staff performance. They also looked at safeguarding documentation and minutes of the governing body meetings. They examined the school's records of pupils' progress and evaluated work in pupils' books.
- Inspectors considered the 33 staff questionnaires that were returned and analysed the 57 responses to the online parent questionnaire, Parent View. Inspectors also met with a group of parents and considered letters sent to the inspection team.

Inspection team

Jenny Batelen, Lead inspector

Additional Inspector

Peter Thrussell

Additional Inspector

David Shears

Additional Inspector

Full report

Information about this school

- Cutteslowe is an average-sized primary school.
- Children attend the Nursery part time and the Reception classes full time.
- The majority of pupils come from a White British background. A range of other ethnic heritages is represented, the largest group being those from Any Other White background. The proportion of pupils who speak English as an additional language is above average.
- The proportion of disabled pupils and those who have special educational needs is well above average.
- The proportion of pupils eligible for the pupil premium (additional government funding for pupils who are known to be eligible for free school meals or who are in the care of the local authority) is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The governing body manages a breakfast and after-school club.
- School leaders provide support to leadership teams in local schools.

What does the school need to do to improve further?

- Clarify the summary information about pupils' achievement so that all middle leaders and governors can effectively check on pupils' progress.
- Raise pupils' attainment by ensuring that:
 - teachers set work which consistently gives the right amount of challenge to pupils of all abilities
 - teachers and teaching assistants regularly check how well pupils understand their work in lessons and make adjustments if necessary.

Inspection judgements

The leadership and management are good

- The headteacher and his senior team have created a strong culture of learning across the school. Pupils and adults are keen to improve their skills and, as a result, pupils' attainment is rising and the school has the capacity to improve further.
- Leaders have worked hard to improve the quality of teaching. Teachers know that they are responsible for the progress their pupils make and value the training and support they receive to help them improve their skills. Leaders set targets for improvement and teachers appreciate the thorough process that helps them to meet the targets set. They know that there are no automatic pay increases.
- Subject leaders and those who lead key stages have a good understanding of their areas of responsibility. They collect information about pupils' progress and the quality of teaching and use this knowledge to plan further improvements. They ensure that their plans are effective by leading training, working alongside staff and checking that identified actions are carried out. The improvement in pupils' writing skills since the introduction of active writing sessions is one example of the effectiveness of these plans.
- The information collected about pupils' progress is very detailed and all staff know how well individual pupils are doing. However, when this information is summarised it is presented in a complex way that is not always easy to understand. This limits the way that some middle leaders and governors are able to use it to make further improvements.
- The comprehensive range of subjects encourages pupils to enjoy their learning. Pupils talked very enthusiastically about the range of visits and visitors that complement their classroom experience. The use of the outside area, a current focus for the school, is enhancing pupils' understanding of a range of subjects, including science, and increasing their enthusiasm. Pupils like learning about artists and experimenting with their own art. They also sing tunefully and they talked with enthusiasm about singing at the O2 arena.
- Pupils' spiritual, moral, social and cultural development is good. They have the opportunity to reflect on and celebrate their work, as was clear in an assembly to celebrate pupils' achievements to which parents were invited.
- Pupils understand about the range of religions and cultures represented in their school and in Britain. They have a thorough understanding of values such as respect and tolerance. They understand that some people need help and support, such as those with physical needs. Pupils learn about democracy by voting for the school council and they know how the council can help make improvements to the school. Regular eco work develops their understanding of how they can look after the environment. All this prepares pupils well for life in modern Britain.
- The school is committed to equality of opportunity for all pupils and ensuring that there is no discrimination. Pupil premium funding is used to help eligible pupils have access to the full range of school activities and to provide a range of support to help them make good progress. Consequently, these pupils engage fully in the life of the school and progress well.
- The primary sport and physical education premium has been used to develop teachers' skills so that the quality of physical education and sports teaching has improved. There has also been an increase in the number of sports clubs available and in the variety of physical activities. Pupils were very enthusiastic about the range of activities, especially salsa, and demonstrated their skills by winning an inter-school competition.
- Safeguarding procedures meet current statutory requirements and are robust. The school works alongside families and a range of agencies to ensure that pupils are safe and leaders are confident to ask for help if they have any difficulties.
- Parents are very positive about the school and the improvements that leaders have made. They say that they are well informed and welcome the many ways that the school shares information. They feel that they are able to make suggestions which will be acted upon if appropriate.
- The Cherwell School Academy Trust gives strong support to the school. This has recently focused on the development of subject and key stage leaders. The trust has also given strong support to the governing body.
- **The governance of the school:**
 - Members of the governing body fully understand their roles and responsibilities. They know the school well and understand how well pupils are progressing and how this compares with other schools nationally. They receive detailed information from senior leaders about pupils' attainment and progress and increasingly ask searching questions that challenge leaders to make further improvements. However, they find some of this information is presented in a way that is too complex for them to use

effectively and independently. The governing body knows about the quality of teaching, how good teaching is rewarded and how any underperformance is tackled. Governors are rigorous in monitoring the finances of the school. They know how additional funding is used and how this benefits the pupils concerned. Governors regularly review and update policies and procedures, including safeguarding, ensuring that they are effective in improving the work of the school.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. They are polite and courteous and enjoy talking about their school.
- Relationships are very productive; pupils and adults have great respect for each other.
- Pupils are keen to learn. They enjoy their lessons and listen carefully to their teachers and to each other. They are proud of their 'passport to success' that shows how well they are doing and how they can further improve their work. Occasionally, when the work is not at the right level for them, a few pupils get distracted, but they quickly get back on task with skilled adult support.
- Pupils move around the school calmly and sensibly so that they arrive at lessons and assemblies ready to listen and take part. Their behaviour in whole-school gatherings, such as assembly, is excellent so that these are positive times together for everyone.
- Pupils who may find it difficult to manage their emotions have good support from adults. All pupils understand how this helps and they are supportive of their friends. Pupils know that the 'High 5' system is there to help them make good choices and so be able to learn better.
- The school works painstakingly with families to reduce levels of absence. As a result, pupils' attendance is rising, although it is still below the national average. The breakfast club helps to improve attendance and punctuality for some pupils.
- Parents agree with staff that pupils are well behaved and appreciate how adults in the school are consistent in the way they help their children.

Safety

- The school's work to keep pupils safe and secure is good. Staff ensure that pupils understand how to keep themselves safe when working in school, when using resources and when out in the local area.
- Pupils have a good understanding of the different forms of bullying, including racial and homophobic bullying. Anti-bullying ambassadors help to keep levels low. Pupils told inspectors that there is a little bullying, but that adults quickly deal with it. School incident logs reflect this view.
- Pupils feel very safe. They know to talk to an adult if they have any worries and how to keep themselves safe when using the internet.
- Parents consider that their children are very safe in school.

The quality of teaching is good

- The teaching of literacy, reading and mathematics is usually good across the school, and some is outstanding.
- Teachers and teaching assistants use subject specific language consistently. This extends pupils' confidence in the use of language and particularly well supports their good progress in mathematics and writing. A Year 4 class gave very clear explanations of subordinate clauses and demonstrated their skill in using them.
- Teachers' skilled questioning enables pupils to explain their thinking so that teachers know how well they understand what they are learning.
- Teaching assistants work effectively alongside teachers to support individuals and groups of pupils. They help pupils to concentrate and tackle tasks in the most appropriate way for them, such as by using information and communication technology.
- Teachers mark books regularly and give clear guidance that helps pupils know how to improve their work and how well they have met their improvement targets.
- While most pupils are set work that challenges them to achieve the best they can in reading, writing and mathematics, for some, the tasks they are set are not quite at the right level. As a result, some pupils find their classwork too difficult or too easy. When this happens, inevitably their progress slows.
- Teachers try to plan their work carefully so that pupils can make the best possible progress in lessons.

Occasionally, however, they do not notice soon enough that pupils are finding the work too hard or too easy and fail to make the necessary adjustments to the tasks they have set them.

- Pupils think they are taught well, saying that 'school is not boring'. Parents agree with their children.

The achievement of pupils is good

- All pupils, in all groups, make good progress from their different starting points.
- When Year 6 pupils left the school in 2014, they had reached standards that were just above average in reading and mathematics and just below that level in writing. Evidence gathered during the inspection, including data from the school, suggests that standards for the current Year 6 in reading, writing and mathematics, and particularly in writing at the higher level, have risen.
- Standards at the end of Key Stage 1 were broadly average in 2014, and they too appear to have risen this year.
- The consistently good teaching of phonics (the sounds that letters make) means that pupils are rapidly developing the skills they need to become good readers. The school has increased the stock of books and other reading material, so that pupils can develop a greater interest in reading. Pupils in Year 3 enjoyed talking about their books, but were also deeply engrossed in the newspapers.
- Because of some relative weaknesses in 2014, writing is an important focus throughout the school. As a result, writing standards are improving and more pupils are working at higher levels. Pupils observed in classes were interested and motivated to write. They were able to explain the process of writing different types of text and said that they particularly enjoyed listening to, planning and writing stories.
- Pupils are encouraged to explain their mathematics using the correct language. They are developing confidence in using calculation skills and in finding the most efficient way of solving different problems.
- The most-able pupils make good progress and attain the higher levels they should. By being encouraged to deepen their understanding of subjects they are becoming highly confident readers, writers and mathematicians.
- Pupils who speak English as an additional language receive strong support so that they quickly gain a mastery of vocabulary and are able to access all subjects. They make the same good progress as their classmates.
- Staff clearly identify disabled pupils and those who have special educational needs and plan carefully to meet their specific needs. There is a range of support in place, including small group and individual work, and tailor-made resources help those with physical needs. Teachers carefully monitor the progress of these pupils so that any dips in performance are carefully analysed and support adjusted in order that their good progress can be maintained.
- The school's detailed analysis of pupils' achievement shows that the progress across the school of disadvantaged pupils eligible for additional funding from their different starting points has been variable. A range of interventions and regular reviews of progress are leading to improvements and the attainment gaps between this group and others are beginning to close. In 2014, the gap in attainment between eligible pupils and other pupils nationally was equivalent to three terms in writing; there was no gap in reading and mathematics. The gap between this group and other pupils in the school was one term in reading and mathematics and three terms in writing.

The early years provision is good

- Children start school with levels of knowledge and skill below those typical for their age. They settle quickly into the Nursery and Reception classes and make good progress across all areas of learning. They move confidently to Year 1, with the majority ready for work in Key Stage 1.
- Adults understand the needs of the children and plan activities that enhance the opportunities for them to learn and make good progress. The range of resources, both inside and outside, means that children can choose to follow their interests and work independently and with adults.
- Teaching is good. Planning relates to children's interests, but also to the school's priorities. Children develop good handwriting skills and correct letter formation and begin to write in sentences.
- Mathematical language is used well and children in the Nursery can count and recognise numbers beyond 10. The most-able children understand concepts such as 'the number before' and 'the number after' and are beginning to use simple calculations. Children in the Reception classes can make simple graphs and begin to interpret them.
- Staff make accurate judgements about how well children are learning. Children's activities and learning are recorded in 'learning journeys' which clearly demonstrate the progress they make.

- Children behave well. They play with their friends, share resources and move between activities sensibly and safely.
- Adults continually review the safety of the area, both inside and outside, so that children are safe. Children learn how to keep themselves safe when using equipment.
- Parents value the way their children settle into school and how well their children make progress.
- The leadership of the early years is good. The early years leader has an accurate view of the provision and has clear plans for further developments. Working with the local authority, she has developed a successful role as a moderator, supporting the accurate judgements made of children's achievements.

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

Unique reference number	139064
Local authority	Oxfordshire
Inspection number	449900

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	303
Appropriate authority	The governing body
Chair	Emma Parsons
Headteacher	Jon Gray
Date of previous school inspection	Not previously inspected
Telephone number	01865558944
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