

Tackley Church of England Primary School

Inspection report

Unique Reference Number	123117
Local Authority	Oxfordshire
Inspection number	314503
Inspection date	22 September 2008
Reporting inspector	John Earish

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	136
Government funded early education provision for children aged 3 to the end of the EYFS	21
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Steve McManus
Headteacher	Ms Deborah Nind
Date of previous school inspection	16 May 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	St John's Road Tackley Kidlington OX5 3AP
Telephone number	01869 331327
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This small school serves the rural villages of Tackley and the Heyfords near Bicester. Pupils are taught in five mixed-age classes. They come from a variety of social backgrounds and are almost all of White British heritage. The number of pupils eligible for free school meals is below the national average. The proportion of pupils with learning difficulties varies significantly from year to year but is currently below that found nationally. The school has received the Healthy School Award and Sport England Activemark. It also has a Basic Skills Agency Quality Mark. The school is led by a new headteacher in post since the beginning of the term. A non-profit making pre-school playgroup, run by a committee of parents, occupies a mobile building in the grounds of the school.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory and improving school. It has a number of strengths, including the Early Years Foundation Stage (EYFS) provision, pupils' care, personal development and well-being, which are of good quality. The vast majority of parents believe their children enjoy school and are cared for well. One parent, representing the views of many, wrote, 'My children really enjoy going to school and feel they get all the attention and care they require'. Pupils treat each other with respect, behave well and want to learn. They feel safe and are aware of how to avoid risks. The school makes use of a good range of external partners to benefit pupils.

The school has been through a period of great change. The good leadership of the headteacher, ably supported by her deputy, has enabled it to meet these changes well. All of the adults are now working with determination to accelerate pupils' achievement. Improvements to the pupils' progress tracking systems are allowing teachers to identify quickly those at risk of underachieving and to provide additional support as required. Standards are improving and are broadly average overall. This reflects satisfactory achievement for pupils. There are increasing numbers of pupils achieving the higher level 5 in both English and science. School assessment records show recent improvements in standards are continuing at an even better rate.

The amount of good or better teaching is rapidly increasing but it is still not consistent enough. Teachers now have higher expectations of how much pupils can achieve. Learning is most effective when they give pupils opportunities to learn independently or in small groups and use their initiative. However, this is not yet consistent across all classes so pupils' progress is not always as rapid as it could be.

The satisfactory curriculum provides well for pupils' personal, social and health education and makes a positive contribution to their good personal development. Planning in the core subjects of English, mathematics and science has been adapted to meet the needs of the different groups within the class. However, the use of assessment information to ensure good levels of challenge in future planning is not yet consistent across all classes. This too, results in some uneven progress.

The leadership and management of the school are satisfactory overall. The school has taken decisive action to accelerate pupils' progress. This is already having a positive effect and checks carried out show that pupils are on track to achieve the challenging targets set for them. However, senior managers have quite rightly recognised they must be more effective at ensuring consistency in the quality of teaching and learning across the school in order to sustain recent improvements. Community cohesion is of good quality. The school is particularly good at engaging with the local community, located across several villages. For example, governors are holding their next meeting at a local village. School self evaluation results in actions that are increasing achievement levels and sustaining recent improvements. This confirms the school's good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children in the EYFS achieve well because of the careful match of work to their abilities and the good assessments made of children's progress, which are used well in planning further work. As a result, most children reach or exceed the expected levels for their age by the time they move into Year 1. This prepares them well for the next stage in their learning and represents

good progress from their starting points, which are similar to those expected for children of this age. The leadership and management of the EYFS are good. Leadership ensures that all adults have high expectations of what is achievable. They work well together as a team and show a strong determination to ensure that all children reach their potential. Children genuinely enjoy learning and discovering through play, because adults encourage them to make their own independent choices. Adults are careful to take into consideration the individual interests of children and there are high levels of trust between children and adults. Classrooms are lively, stimulating places with colourful eye-catching displays. The large covered outdoor area enables the children to work outside in all weather and adds much to their good achievement.

What the school should do to improve further

- Ensure that teachers capitalise on opportunities during lessons for pupils, especially the higher attainers, to work independently and use their initiative in order to accelerate the rate of progress.
- Ensure that work is sufficiently challenging for all groups of pupils through building on the good start at using assessment information to inform future planning.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Achievement is satisfactory and standards are broadly average. There is considerable year-on-year fluctuation in the attainment of year groups. This is a common feature of small schools and occurs because variations in the performance of each individual can have a disproportionate effect on the standards overall. However, in 2008 the level of pupils' work by the end of Year 6 was broadly as expected. This is an improvement on the previous year. In relation to their attainment at the end of Year 2, pupils made satisfactory progress overall. This was due to the success of initiatives to deal with a legacy of underachievement and improvements in the quality of teaching. In 2008 pupils' standards in reading, writing and mathematics in Year 2 are above average. This too, is an improvement on the previous year. Pupils with learning difficulties make good progress against their challenging targets because of the good levels of support they receive.

Pupils are now making satisfactory and often good progress in lessons. School assessments show those currently in Year 2 and 6 are on track to sustain and build on these recent improvements.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good overall. The school puts considerable efforts into building a caring and respectful community. Pupils enjoy their lessons and are keen to do well. They behave well, take responsibility for their actions and look out for each other. Pupils attend very regularly, which is further evidence that they enjoy school. They have a well developed and good understanding of how to stay safe and healthy. All have a trusted adult they can turn to for help and advice. Pupils are keen to take advantage of the increasing opportunities to contribute

usefully to the life of the school. For example, the school council has been successful in working with the headteacher to improve the quality of school meals. This has resulted in an increase in the numbers eating healthily at lunchtime. Others carry responsible jobs such as acting as playground buddies and organize charity collections, projects and competitions. Further improvement in basic skills would help pupils build on their satisfactory preparation for future life and learning.

Quality of provision

Teaching and learning

Grade: 3

The satisfactory level of teaching and learning enables pupils to make sound progress overall. Teachers have high expectations for behaviour and establish positive relationships with their classes. The quality of teaching and learning is rapidly improving and a number of good lessons were seen during the inspection. Pupils make the most progress when teachers have high expectations of how much they can achieve, and individuals have work well matched to their needs. In addition, marking shows pupils how well they are doing, and how they can improve. However, there are still inconsistencies in the quality of teaching which results in uneven progress. Teachers do not always challenge pupils sufficiently to explore their own ideas further, learn independently, or think things out for themselves. As a result, pupils do not learn as quickly as they should, particularly the higher attainers.

Curriculum and other activities

Grade: 3

The satisfactory curriculum promotes pupils' all-round development and their enjoyment of school. Teachers are developing a thematic approach to planning so that pupils can see how the different aspects of their learning fit together. The level of enrichment is strong, including a good range of musical and sporting activities, which are particularly popular. Older pupils can now experience Spanish, French and Philosophy. Despite these many strengths, the use of assessment information to inform future planning is not yet consistent in all classes. Consequently, inconsistencies exist in the extent to which work is always sufficiently challenging, especially for the higher attainers. As a result, there is some uneven progress.

Care, guidance and support

Grade: 2

The care, guidance and support of pupils are good and the overwhelming majority of parents are happy that the school is safe and secure. A very few have concerns about behaviour, but inspectors found that pupils behave well. Safeguarding procedures are rigorous and regularly reviewed. Pupils trust their teachers and know they can approach adults in the school to help solve problems. Teachers are making good use of target setting and are encouraging the older pupils to become more involved in assessing for themselves how well they are doing. They find this useful as it helps to guide their academic development. One said, 'It is good to have something to work towards.' They also find marking helpful and constructive and, 'Teachers acknowledge your hard work...which encourages you'. However, the school recognises there is still more to do to ensure pupils of all ages have an even clearer understanding of what they must do to improve through self-assessment.

Leadership and management

Grade: 3

The new headteacher provides good leadership, which builds on people's strengths and abilities. Senior managers set out a clear vision for the school, which focuses on raising the achievement of all pupils. Clear systems for appraising the school's work have identified key priorities for development. These are manageable and well directed at raising achievement and standards. Recent tracking of pupils' progress and standards show there is improvement. Senior staff are aware that despite a rapidly improving picture they have some way to go to ensure greater consistency in the quality teaching and learning across the school and its impact on the pupils' progress. Governors monitor the school through visits and meetings with staff. However, they too, are considering how they can more rigorously monitor the school's rate of improvement to ensure it is sufficiently rapid yet remains manageable and sustainable. The school is exploring new ways of communicating with parents, a significant minority of whom seek improvements in this area of provision.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

06 October 2008

Dear Pupils

Inspection of Tackley Church of England Primary School, Kidlington, OX5 3AP

Thank you for being so welcoming and helpful when we came to inspect your school. We were impressed with your friendliness and your sensible and helpful attitudes towards each other. We think that you go to a satisfactory and improving school and there are lots of things that we like about it. Here is a list of some of them.

- Your school is friendly and welcoming. You behave well and get on well with each other.
- You listen carefully to what your teachers have to say and learn a lot in lessons.
- You are very knowledgeable about healthy eating and lifestyles. I hope you will continue eat your 'five portions a day' and take lots of exercise!
- All of the adults in your school make sure that you are well looked after.
- The youngest children get off to a very good start and really enjoy learning.

All of the adults in your school want it to be even better. To help them to do this we think that there are two things to do next.

- Your teachers need to give you even more opportunities to use your own initiative during lessons and to work independently.
- We would also like your teachers to look again at the activities they plan for you to make certain the work is not too hard or too easy so that you make good progress and have a sense of achievement!

You can all help by continuing to work hard to meet the targets set for you.

We are sure that you are ready for these challenges!

Yours sincerely

John Earish

Lead Inspector