

Deddington Church of England Primary School

Inspection report

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| Unique Reference Number | 123185 |
| Local Authority | Oxfordshire |
| Inspection number | 314529 |
| Inspection dates | 6–7 May 2008 |
| Reporting inspector | Jeffrey White |

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

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| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School | 203 |
| Appropriate authority | The governing body |
| Chair | Mr Michael Ward |
| Headteacher | Mrs Judith Tinsley |
| Date of previous school inspection | 15 March 2004 |
| School address | Earls Lane Deddington Banbury OX15 0TJ |
| Telephone number | 01869 338430 |
| Fax number | 01869 338430 |

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is smaller than average. Most pupils come from the local area and most are of White British background. Few pupils' first language is other than English. The number of pupils who take a free school meal is well below average. The proportion of pupils who have learning difficulties and disabilities is above average. This includes pupils with dyslexia, poor speech, language and communication, and Downs Syndrome.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This good school is well supported by parents. As one parent commented 'Deddington has a great energy...it has an excellent community spirit'. A strong Christian ethos permeates the school and contributes strongly to pupils' outstanding personal development. Pupils' excellent behaviour and highly positive attitudes mean that pupils are ready to learn, and coupled with the good teaching, are key reasons why they make good progress and achieve well.

The school's links with external partners are excellent and help the school to cater for the wide range of pupils' needs. For example, gifted pupils attend the local Secondary School for sessions in science and mathematics. Pupils particularly enjoy giving musical performances at the local church. Many of the pupils are highly confident and enjoy taking responsibility. For instance, the school council helps in the appointment of new staff.

Learning tasks for more vulnerable pupils or those who present complex learning needs such as severe dyslexia, poor language or communication skills are carefully planned to provide clear targets. The resulting good and sometimes very good progress these pupils make promotes their confidence and self-esteem. The overall quality of care, guidance and support is excellent. Pupils are well aware of their targets for learning and consequently know how to improve. Teachers' marking also not only praises pupils' efforts but also indicates precisely how pupils can improve. Pupils know there is always someone they can turn to if they have a problem.

The good teaching excites pupils' interests and a steady improvement in target setting is helping standards to rise, especially in mathematics and science. Although standards have improved in writing, pupils' spelling is often not as good as it should be, largely because their knowledge of letter sounds is inconsistent. Pupils very much enjoy the curriculum particularly the developing links between subjects, such as information and communication technology (ICT), history and English. They also enjoy the wide range of clubs, visits and other activities.

The headteacher's leadership is outstanding. The strong teamwork of the headteacher and staff is a key reason why the school is improving and is well placed to continue to improve. The headteacher encourages and promotes new ideas, especially if they are designed to improve pupils' personal and academic progress. Leaders of English, mathematics and science are well aware of strengths and weaknesses in pupils' learning. Leaders of other subjects are not as well placed to check pupils' learning and progress so they are not always sure what help pupils might need.

Effectiveness of the Foundation Stage

Grade: 2

Children's attainment on entry to the school varies significantly from year to year. The children in the current Foundation Stage came into school with skills that were about the expected level for their age, but a minority had poor language skills. Children make good progress towards meeting many of the expected learning goals by the time they enter Year 1 because the teaching is good. The learning environment is well organised and children's personal and emotional development is nurtured well. There is especially good emphasis on developing the children's knowledge and understanding of the world and this is evident from the range of activities they enjoy. These include a trip to the local Chinese restaurant to learn about Chinese New Year, using a clip art programme on the computers in the ICT suite, learning about insects and also

developing gardening skills. Links with parents and carers are good and they help regularly in the Reception class.

What the school should do to improve further

- Implement a whole school programme to improve pupils' spelling.
- Ensure all subject leaders regularly evaluate pupils' learning and progress.

Achievement and standards

Grade: 2

Achievement is good because the teaching is effective. Teachers use assessment well to set challenging targets for pupils' achievement. These targets contribute significantly to pupils' good progress in lessons and over time. Standards are broadly average by the end of Key Stage 1 and Key Stage 2 although there is variation between year groups because pupils' prior attainment is so varied. However, standards are rising and sometimes from a low starting point on entry. The school's drive to raise standards in writing has been successful and there is some excellent writing especially by the most able pupils. However, pupils' spelling is too often erratic. This is because pupils' knowledge of letter sounds is not well developed especially in Key Stage 2. Pupils with severe dyslexia and speech and communication difficulties make very good progress. Pupils with moderate learning difficulties also progress well.

Personal development and well-being

Grade: 1

Pupils' behaviour, attitudes and the respect shown to each other are excellent. Pupils' contribution to the school and the wider community is outstanding. Pupils take their various roles and responsibilities seriously, which promotes their independence. Their responsibility for running stalls at the school fete promotes their future economic well-being. Pupils' awareness of healthy lifestyles is extremely good. Pupils take advantage of the healthy food stall, participate in a range of energetic activities, and are very aware of how to keep safe. They are extremely enthusiastic participants in school life, for example, they thoroughly enjoy acting as members of the school council or as play leaders. They are very supportive of the school's many initiatives and were delighted that the school has become one of the first Fairtrade schools in the area. Pupils' spiritual, moral, social and cultural development is good and spiritual awareness and social skills are significant strengths. Attendance is good.

Quality of provision

Teaching and learning

Grade: 2

Lessons are well planned to ensure that pupils of all abilities make good progress. The quality of learning is a significant strength. Pupils' excellent behaviour and attitudes ensure that they are always ready to learn and give of their best. This is especially the case with pupils who have severe and complex learning difficulties. Pupils throughout the school work well both with each other and independently. In an excellent lesson in Year 5, pupils worked together confidently to debate and challenge stereotypes in a story. Their progress was excellent because the teacher's expectations were high. Pupils respond very well to being encouraged to explain their thinking and this keeps them on their toes. Teachers make good use of assessment to set targets for pupils' learning. Pupils with learning difficulties are well supported by teaching

assistants who ensure that these pupils focus on the task in hand and make the progress of which they are capable.

Curriculum and other activities

Grade: 2

The school is developing a creative approach to linking subjects including using topics such as the Normans and Victorians to develop a useful range of study and research skills. The planning of this approach is well underway, but implementation is not fully developed. Nevertheless, the breadth and balance in the range of activities are good. ICT is used well across the curriculum. The enrichment of the curriculum is excellent with a wide range and variety of clubs and extra-curricular activities, including music, gardening, sports and French. These all contribute very positively towards pupils' personal development. Pupils are very keen to be involved and are extremely enthusiastic about all they do, especially when they perform in musical productions such as 'Oliver!' Pupils' singing in assembly is tuneful and uplifting.

Care, guidance and support

Grade: 1

A parent commented that the pupils are 'caring and supportive with each other' and this is mirrored by the support and care given by staff to all pupils, and especially to those who are new to the school or who have learning difficulties and disabilities. Procedures for ensuring a safe and secure learning environment are rigorous. Pupils are well-supported and guided and their work is suitable to their varied and sometimes complex needs. Pupils are well aware of their targets for learning and talk intelligently about what they need to do to improve their work. They also assess their own performance with the teachers' and teaching assistants' help. Strategies for dealing with any concerns the pupils may have are highly effective. Pupils know they can seek help from an adult, and what to do if they are worried. The involvement of parents and carers is valued and encouraged, for example, in supporting the school's bid for Fairtrade status. Procedures to maintain good attendance are clear and any unexplained absences are checked carefully.

Leadership and management

Grade: 2

The headteacher's outstanding leadership is characterised by a strong commitment to ensuring that all pupils develop to their full potential both academically and personally. A commitment to promoting equality of opportunity is strong and successful. A good example is how boys' achievement has improved because a wider range of curricular themes has captured their interests. The headteacher is well supported by the leadership team, staff and governors. After thorough monitoring and evaluation of the school's work, effective action is taken to improve pupils' achievement and progress, including the identification of targets for learning. For instance, more challenging targets were set in mathematics, and this is a key reason why standards have risen and progress has improved. The monitoring of provision in English, mathematics and science and of the consequent impact on pupils' learning is thorough. It is less rigorous in other subjects and therefore these subject leaders are less well placed to monitor progress. Developing their role further is a priority which has been identified by the school. Governors fulfil their responsibilities well. They visit the school regularly, are aware of its strengths and weaknesses and amend the school development plan as necessary.

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Annex A

Inspection judgements

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| 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

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|---|-----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 |
| 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? | 1 |
| The effectiveness of the Foundation Stage | 2 |
| The capacity to make any necessary improvements | 2 |

Achievement and standards

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

Personal development and well-being

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|---|---|
| How good is the overall personal development and well-being of the learners? | 1 |
| The extent of learners' spiritual, moral, social and cultural development | 2 |
| The extent to which learners adopt healthy lifestyles | 1 |
| The extent to which learners adopt safe practices | 2 |
| How well learners enjoy their education | 1 |
| The attendance of learners | 2 |
| The behaviour of learners | 1 |
| The extent to which learners make a positive contribution to the community | 1 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 |

The quality of provision

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|--|---|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 2 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 |
| How well are learners cared for, guided and supported? | 1 |

¹ Grade 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.

Annex A

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 2 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2 |
| How effectively leaders and managers use challenging targets to raise standards | 2 |
| The effectiveness of the school's self-evaluation | 2 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 2 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 2 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 2 |
| 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 |

Text from letter to pupils explaining the findings of the inspection

20 May 2008

Dear Children

Inspection of Deddington Church of England Primary School, Banbury, OX15 0TJ

Thank you for your help and good manners during our visit to your school. We enjoyed talking to you and hearing how much you enjoy all the activities that your school provides. Your behaviour and your attitudes to learning and to others in the school are excellent. You show interest in and care for your environment - many congratulations on becoming one of the first Fairtrade schools in your area!

You are making good progress in your work because your teachers teach you well and your teaching assistants also help you to overcome any problems you might have with your learning. It was good to see how well you know your targets for learning so that you know what to do to improve. Your headteacher leads the school extremely well and she and the staff work very well together. This is a key reason why your school is good.

You have made some improvements in your writing but you could do better in your spelling and so we have asked your headteacher to make sure that your spelling improves. We have also asked her to ensure that all of your teachers regularly check your learning and progress in all subjects.

Thank you once again for welcoming us into your school which we really enjoyed visiting.

Yours sincerely

Jeff White

Lead Inspector