

# Ducklington C of E Primary School

## Inspection report

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<b>Unique Reference Number</b>	123107
<b>Local Authority</b>	Oxfordshire
<b>Inspection number</b>	354164
<b>Inspection dates</b>	14–15 September 2010
<b>Reporting inspector</b>	Chris Nye HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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<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>	195
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Godwin
<b>Headteacher</b>	Mrs Julia Hamper
<b>Date of previous school inspection</b>	29 September 2009
<b>School address</b>	Aston Road Ducklington Witney OX29 7US
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<b>Email address</b>	Office.3122@ducklington.oxon.sch.uk

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and an additional inspector. The inspectors observed teaching throughout the school in 19 lessons and held meetings with staff, governors, and pupils. They observed the school's work, and looked at a range of documents including attainment data, curriculum files, monitoring records and evidence of strategic planning. Questionnaires were not distributed to parents and carers during this inspection, although their views were gained through formal and informal discussions and through scrutiny of the school's analysis of its own recent questionnaire.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

The extent to which the provision is raising standards and improving the progress that pupils are making.

How effectively the quality of teaching is challenging pupils by accurately focusing on their needs.

The impact of leaders and managers at all levels on driving improvement and sustaining development.

## Information about the school

The school, which is smaller than average, serves a socially mixed area with pupils coming from the village of Ducklington and the surrounding area. Most pupils are of White British heritage and the proportion of pupils who have special educational needs and/or disabilities is just below average. The school was last inspected in September 2009, when it was judged to require special measures. Since then, pupil numbers have remained stable. The school has achieved the Healthy School status, Sportsmark, the Eco Schools green Flag, International School Award and the Financial Management Standard in Schools. The Early Years Foundation Stage is made up of one Reception class and, at the time of the inspection, these children had only recently joined the school.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Ducklington School's recent improvement is a success story that is of great credit to all those who work there and support the school. Under the very effective leadership of the governors, headteacher and senior staff, and ably supported by the local authority, highly effective strategies have been put in place to rapidly address the weaknesses identified in the last inspection. The resulting impact on pupils' achievement demonstrates that this is a good and improving school which is providing a good standard of education for all its pupils. This is the result of very effective training, strategic planning and a strong whole-school commitment to improvement.

The quality and impact of teaching are now good because it is consistently well planned and makes good use of a range of assessment strategies to ensure that teaching matches the wide-ranging needs of pupils both during lessons and over time. As a result, attainment at the end of Year 6 in English and mathematics has risen, especially in English. In younger Key Stage 2 classes the school recognises that more needs to be done to improve standards in writing. Standards at the end of Key Stage 1 are particularly high in reading, writing and mathematics. Good and improving outcomes are also achieved in the Early Years Foundation Stage where recent developments, as a result of outstanding leadership, have ensured that the provision is exceptional. The progress that pupils make in lessons and over a more extended period of time is good, with the result that achievement is good.

The school has undertaken a review of the curriculum to ensure that it meets the needs of all pupils. This process has yet to be fully embedded, however. Although the curriculum complies with statutory requirements and provides a suitable breadth and balance of subjects, plans to ensure the provision of sufficient opportunities for pupils to develop key skills in areas such as information and communication technology (ICT) across the curriculum are at an early stage of development.

The safeguarding issues identified in the previous report have been addressed fully and arrangements fully comply with requirements. Pupils are very well behaved and say that they are happy in school, although attendance is only satisfactory because too many take family holidays during term time. There is a strong ethos of inclusion and the school works very well with the local community, making good use of partnerships, such as with local children's centres, to enhance the learning and well-being of pupils. The school is very responsive to parents' suggestions, and many are effusive in their support of the school. Relationships between adults and pupils are excellent and the pastoral

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care of pupils is good.

The school evaluates its own performance accurately, and this is demonstrated in the highly effective way in which the governing body, the headteacher and senior staff have accurately identified suitable priorities and have planned, monitored and evaluated improvements. As a result, outcomes for pupils have rapidly improved. Morale among all staff is particularly high because successes are suitably recognised and celebrated and weaknesses in provision are rapidly identified and addressed. Recent improvements combined with well-considered strategic planning and strong leadership are demonstrating that the school has a good capacity to sustain improvements in the future.

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

- Improve attainment in writing, especially across Key Stage 2.
- Improve attendance by reducing the number of absences authorised for family holidays.
- Improve curriculum plans by ensuring that there are well-planned opportunities to develop key skills across the different subjects in the curriculum.

**Outcomes for individuals and groups of pupils****2**

Attainment at the end of Year 6 has been average in recent years but the most recent provisional results, confirmed by inspection evidence, indicate a significant improvement. Most pupils achieved the level expected for their age in English and mathematics, but the proportion achieving the higher levels in English was well above average. At the end of Key Stage 1, almost all pupils achieved the expected level in reading, writing and mathematics and the proportion achieving the higher levels was well above average.

During the past year, the school's own tracking systems, confirmed by inspection evidence, shows that pupils' learning and progress across the school in reading, writing and mathematics is good. Most pupils made the expected amount of progress for their age and a significant number exceeded this. No single group of pupils is significantly underperforming.

Pupils who have special educational needs and/or disabilities make good progress relative to their starting points because their needs are accurately identified early on and they then benefit from skilful support which is well monitored to ensure that it focuses continuously on their needs.

Pupils enjoy school and say that they feel safe and well supported by adults. Their behaviour is good both in the playground and in lessons and they have excellent relationships with staff. They know how to keep healthy and take advantage of the numerous opportunities to exercise through clubs and sporting activities. They are proactive in contributing to the school community, for example through the enthusiastic work of the eco committee monitors, play leaders and school council. Pupils' good spiritual, social, moral and cultural development is illustrated by the care and

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consideration that they display towards each other in the playground.

Pupils are developing good workplace skills, especially in literacy and numeracy and they demonstrate good team working. However, although pupils' attendance is average, the number of authorised absences is too high.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teaching is good overall, and, where teachers have high expectations of learning and behaviour, it is outstanding. Many lessons are inspirational and good use is made of poetry and story to engage pupils' interest. In one lesson, for example, excellent use was made of drama to ensure that all the pupils were fully engaged in a story that was being read. Assessment is well used to plan pupils' learning, and during lessons the impact of teaching on pupils' understanding is consistently evaluated and adjusted so that pupils make good progress. Teachers have a good understanding of their pupils' preferred learning styles and explanations are clear and tasks well planned to meet pupils' needs. Teaching assistants are very well trained and make a significant contribution to the quality of teaching. Both teachers and teaching assistants use

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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questioning exceptionally well to challenge and extend pupils' learning and help them to become independent learners. For example, in a Key Stage 1 mathematics lesson, very carefully differentiated questioning ensured that pupils with a wide range of abilities were all gaining a rapid understanding of the properties of odd and even numbers. Where teaching is only satisfactory, this is usually because of weaker classroom organisation which slows the pace of some lessons.

A consistently applied whole-school approach to assessing pupils' work is now well established and is having a positive impact on learning. Pupils are encouraged to assess their own learning and older ones routinely enter into a written dialogue with teachers. Work is marked with helpful and evaluative comments that are easily understood by pupils. As a result, and from an early age, pupils have a good awareness of their strengths and what they need to do to improve.

The curriculum is satisfactory because it provides a well-planned, broad and balanced coverage and encourages pupils to develop a love of learning and the ability to develop their own learning. It is starting to make clear links across different subjects, especially in speaking, listening and writing, but some planning of skills development across a range of subjects, especially in ICT, is not yet embedded fully. There is a good range of enrichment activities, such as clubs and residential trips, and the school uses community links well to enhance this; for example, the local secondary school provides master classes in modern foreign languages for the more-able pupils.

The care, guidance and support of pupils are good. Transition arrangements between key stages are very effective and pupils are actively encouraged to make the best choices about their health and personal safety. Staff know pupils well and pastoral care is a strength, particularly for those pupils who are more vulnerable.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

At the heart of the rapid improvement of this school is the positive way in which leaders at all levels have responded to the challenge of being in special measures. The school is now providing an effective education for its pupils. Its capacity to develop and improve even further is good and reflects the drive, vision and commitment of leaders.

The headteacher and staff have worked together tirelessly to address the weaknesses identified and have successfully brought about rapid and effective improvement which is evident in rapidly improving outcomes for pupils. The school knows itself well. Systems

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to rigorously monitor and evaluate the school's performance are now well established and are informing strategic planning appropriately. Curriculum leaders are effective because they are successfully developing their subjects and addressing weaknesses. Improvement has been further enhanced because very good use has been made of the support, guidance and training provided by the local authority. The governors provide a good balance of challenge and support through careful monitoring and incisive questioning and, as a result, they are making a significant contribution to the development of the school. Communications are excellent and the school's good engagement with parents and carers is illustrated by the introduction of curriculum information sessions by each class teacher in response to the analysis of recent parent questionnaires. All the required safeguarding procedures are in place and are rigorously applied. Leaders tackle any form of discrimination and promote equality of opportunity well.

The way that the school promotes community cohesion within the school and at a local level is good. However, although the school has recently been accepted onto the Comenius Project, global links and links to other communities within Britain are underdeveloped.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

Provision in the Early Years Foundation Stage is outstanding and is leading to rapidly improving outcomes. Last year children made good progress in most areas of learning, particularly in linking sounds with letters, shape, space and measure, reading, physical and creative development. Rapid progress was made towards the end of the year in



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reading and calculation and most children met or exceeded expectations for their age. New children settle in extremely well; for example, although they have only been in school for two weeks, children have quickly learnt to follow instructions and understand the importance of classroom routines.

Well-trained and dedicated staff are extremely successful in creating a superb learning environment, both inside and outside the Reception classroom. It provides exciting opportunities to develop all areas of learning and is constantly changing to stimulate the children's needs and interests. For example, the children's fascination with clothes pegs resulted in a laundry role-play area being set up. Very good use is made of the wider environment, such as the 'Forest School' to stimulate exploration and a love of adventure. Planning is thorough and highly effective. Excellent use is made of careful observations to ensure that meaningful activities are used to help children work towards their goals. Resources are very accessible, encouraging children to make sensible and independent choices. Relationships with parents and carers are excellent and they are actively encouraged to contribute towards children's learning journals.

The leaders of the Early Years Foundation Stage have successfully driven through rapid improvement and have a clear vision for excellence. Within a short time span they have transformed and improved the provision and developed a very strong staff team who work extremely well together. There are strong partnerships with parents and a local children's centre to help support children's welfare and development. Highly effective systems for observation, planning and recording have been developed.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

**Views of parents and carers**

Parental questionnaires are not normally distributed for monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so. Since the school had only recently undertaken its own survey, inspectors felt that this, combined with the formal and informal discussions with parents, was sufficient to gain their views. Parents are very loyal to, and supportive of, the school and have always been pleased with its work, but feel that the quality of provision has improved a great deal over the past year. Most are extremely happy with the quality of education and care provided for their children and all who responded to the school's survey said that their child enjoys school. They feel that communications with the school have improved and they are happy with the quality

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of information provided about the school and their child's achievement.

## **Responses from parents and carers to Ofsted's questionnaire**

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



16 September 2010

Dear Pupils

Inspection of Ducklington C of E Primary School, Witney, OX29 7US

I have really enjoyed my visits to your school over the last year and I would especially like to thank you for the warm welcome that you gave my colleague and me when we visited you this week. I am absolutely thrilled to be able to tell you that, because of everyone's hard work, your school no longer needs special measures. Congratulations to all of you!

Here are some of the really good things that we found at your school.

The school is a good one in which everyone works hard to make sure that you make good progress. Teaching is good and as a result standards are improving and you make good progress in your lessons.

The adults who lead the school have done a good job in improving things and the school is now in a good position to develop and improve even further.

The provision for the youngest children is outstanding and they have a wonderful start to school.

Even though it is doing so well, there are a few things that I have asked the school to try to improve even more.

Although it has improved, the quality of writing, especially in Key Stage 2, needs to be even better.

Some of you are missing too much school because family holidays are being taken in term time. (Can you discuss this with your parents or carers? Teachers cannot teach you if you are not in school!)

Curriculum plans need to be improved further to ensure that you have more chances to use and develop your skills in all subjects.

Once again, many congratulations!

Yours sincerely

Chris Nye

Her Majesty's Inspector

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