

Bladon Church of England Primary School

Park Street, Bladon, Woodstock, OX20 1RW

Inspection dates 27–28 February 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- Pupils make good progress across the school reaching standards of attainment that are above average in reading, writing and mathematics by the time they leave Year 6.
- Teaching is good because teachers have high expectations, good subject knowledge and always want pupils to do their best.
- The school promotes pupils' spiritual, moral, social and cultural development well and the 'Value Tree' helps pupils learn the importance of being kind and caring to each other.
- Pupils have an excellent understanding of how to keep themselves and others safe.
- Governors provide good support and challenge to leaders at the school. With the ambitious headteacher, they provide strong leadership and have accurately identified areas for further development and are effectively working to improve them.
- Behaviour is excellent at all times because pupils work hard and have a great appetite for learning and eagerly apply themselves to their work.
- The headteacher has embedded systems to regularly check on teaching. This has ensured the quality of teaching has been sustained and all staff are committed to raising standards.

It is not yet an outstanding school because

- Teaching is not yet outstanding because adults do not respond quickly enough in lessons to the progress made by individual pupils. As a result, they do not reshape the tasks sufficiently to improve the pace and depth of pupils' learning.
- Pupils' attainment in writing in Key Stage 1 is not as good as in mathematics and reading. In part, this is due to the tasks set by teachers not always being difficult enough to challenge the pupils and extend their learning.
- Although there is some good quality marking, it is not consistent in all classes and not all teachers give pupils enough time to respond to advice given and improve their work.

Information about this inspection

- The inspector visited 11 lessons, of which eight were observed jointly with senior leaders. In addition, short visits were made to lessons and school assemblies were observed.
- The inspector met with a group of pupils and talked to them about their work. Meetings were also held with senior leaders, governors and a representative from the local authority.
- Pupils of different ages were heard read and they were observed during their breaks and at lunchtime.
- The inspector took account of the 20 responses to the online Parent View survey as well as the eight questionnaires completed by members of staff.
- Documentation analysed included that related to safeguarding, the school's information on pupils' current progress, checks on the quality of teaching, the allocation of additional pupil premium and sports funding, pupils' work, governance, teachers' performance, school self-evaluation and improvement planning.

Inspection team

Kerry Rochester, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than most other primary schools. There are four classes in total. A Reception class, a mixed Years 1 and 2 class, a mixed Years 3 and 4 class and a mixed Years 5 and 6 class.
- The proportion of pupils who are eligible for pupil premium funding is lower than the national average. The pupil premium is additional funding for those pupils known to be eligible for free school meals, children that are looked after by the local authority and children of service families. There are no pupils who are looked after by the local authority and no pupils from service families currently at the school.
- The proportion of pupils from minority ethnic backgrounds and those who speak English as an additional language is below the national average.
- The number of pupils supported at school action is in line with the national average.
- The number of pupils supported at school action plus or who have a statement of special educational needs is below the national average.
- The school has breakfast and after-school clubs, which were looked at as part of this inspection.
- A new headteacher has been appointed since the previous inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise attainment in writing at the end of Key Stage 1 by:
 - ensuring teachers use the checks they make on pupils' progress to carefully plan a sequence of lessons which build on pupils' previous knowledge and skills
 - providing pupils with greater challenge in the written tasks set.
- Improve the quality of teaching so that more is outstanding by:
 - ensuring teachers respond in lessons to their observations to how well individual pupils are doing to reshape tasks and improve pupils' learning further
 - ensuring all teachers provide clear written feedback to pupils on how they can improve their work and ensure they are given the opportunity to respond to the guidance.

Inspection judgements

The achievement of pupils

is good

- Children's knowledge and skills when they start in Reception are as expected. The effective use of adult support to target the children's individual needs as they enter the school ensures children settle quickly and make good progress so by the end of Reception they reach average standards and are prepared for Year 1. Across Key Stage 1 pupils make good progress in reading and mathematics attaining standards above the national picture. Progress in writing is not as good, and pupils do not achieve as well. This is because teachers do not make sufficient use of their knowledge of the pupils' writing skills to plan tasks which are challenging and which help move pupils on in their learning.
- Key Stage 2 pupils make good progress in reading and mathematics and outstanding progress in writing. Results in national tests at the end of Year 6 are consistently above average. The school's data on current pupils' progress supported by the work seen in their books and in lessons suggest that these high levels of attainment are likely to be sustained.
- The school has successfully improved the quality of teaching of the sounds that letters make across the Early Years Foundation Stage and Years 1 and 2. This has resulted in pupils making above expected progress so that the number of pupils reaching the expected standard at the end of Year 1 in 2013 was well above the national average.
- Through the good individual support they receive, disabled pupils and those who have special educational needs make equally good progress as their peers.
- Pupil premium funding is used effectively to provide individual support for the few pupils who receive it. This has ensured they make good progress in line with their peers. School evidence shows that the school is successfully closing the attainment gap of these pupils across the school. The gap in their attainment in 2013 showed they were behind their peers in school by two terms in mathematics. However, they were ahead of their peers by approximately four terms in reading and one and a half terms in writing.
- The achievement of pupils from different ethnic groups or those who speak English as an additional language compares well with other pupils in school so that by the end of Year 6 they similarly attain standards above average.
- The more-able pupils make good progress in reading, writing and mathematics in line with their peers and achieve standards well above average at the end of Key Stage 2.

The quality of teaching

is good

- Teaching is good with some that is outstanding.
- The very small class sizes across the school mean staff know individual pupils well. Teachers treat pupils with respect and are interested in what they have to say. There are excellent relationships between staff and pupils. As a result, they are confident learners and have excellent attitudes to their work.
- Teachers are enthusiastic, have good subject knowledge and use questioning well to check pupils' knowledge and understanding in order to move their learning on.
- Teaching in the Early Years Foundation Stage is good. The newly developed outdoor classroom is used in an imaginative and meaningful way by staff. This was seen during the inspection when staff encouraged the children to use the stimulating resources to build a pirate ship. They then skillfully developed role-play opportunities, which supported the children's good development in speaking and listening.
- The good quality teaching of reading to the younger children lays the foundation for developing fluent reading skills across the school. Pupils enjoy reading a range of stories both in their guided reading sessions and at home.
- Additional adults make a good contribution in supporting pupils who have particular learning

needs. This occurs both within lessons and in extra booster groups. As a result, these pupils remain engaged in their learning and enjoy being challenged to become as successful as other pupils.

- While teaching has some strengths, just occasionally, teachers do not make enough use of checks on pupils' progress during the lessons to adapt the work given to the pupils that are finding it too difficult or too easy. As a result, the progress of a few pupils slows.
- In examples of good practice, in their marking of pupils' work, teachers' written comments recognise success and provide guidance for pupils on how they can improve their work and what the next steps in their learning are. However, this good practice is not consistent across the school and teachers do not ensure pupils take note of their comments and respond to them.
- The parents who responded to the questionnaire thought that their children were taught well and made good progress at the school.

The behaviour and safety of pupils is outstanding

- The behaviour of pupils is outstanding. Pupils are courteous, show consideration of others and support each other in lessons, in the playground and during breakfast and after-school club. They have excellent attitudes to learning and show a high level of engagement in their lessons. Pupils in Year 6 are very well prepared for the next stage in their education.
- Pupils play a very active role in the life of the school and have a keen sense of their personal responsibility for making sure that the school is a safe and enjoyable place for everyone. This is clearly evident in the way older pupils support younger ones.
- The school successfully promotes equality of opportunity and ensures that there is no discrimination. This is evident in the delightful relationships and atmosphere around the school as pupils of different ages and backgrounds are reflective and have a good understanding of fairness and how to work together in all they do.
- The school's work to keep pupils safe and secure is outstanding. Pupils have an excellent understanding and awareness of the dangers of the misuse of the internet and social networking sites. They talk confidently about different types of bullying and report that bullying of any kind is extremely rare in school.
- Pupils demonstrate a strong sense of responsibility through their commitment to school council work and regularly vote on which charity to support through various fundraising activities.
- Pupils are punctual to school and to lessons and their attendance is well above average.
- Pupils say that behaviour over time is good and very few pupils misbehave. This is supported by the school records, which show no incidents of disruptive behaviour over time.
- Parents are in total agreement with the pupils and feel that their children are kept safe in school and behave well.

The leadership and management are good

- The commitment and drive of the headteacher in sharing his high expectations with staff, parents and pupils has created a positive climate for school improvement, which is shared by everyone.
- The school's systems for managing teachers' targets are rigorous and make a strong contribution to improvements in teaching. The headteacher is fully aware of the need to develop teaching further as yet not enough teaching across the school is outstanding.
- Coordinators carry out their roles conscientiously and enthusiastically. They have a good understanding of pupil tracking and use this to alter and adjust support for some of the pupils at risk of not doing so well in school. This is ensuring they make good progress.
- The good curriculum supports the pupils' spiritual, moral, social and cultural development which is promoted well through music, assemblies, sports and many activities that celebrate

diversity.

- The government's primary sports funding is used well to employ a physical educational sports specialist who has raised the quality of teaching and the profile of sports across the school. Pupils learn team-building skills because they have more opportunities to participate in matches and sporting competitions each term.
- The local authority recognises the quality of this school and contributes good support when requested.
- **The governance of the school:**
 - Governors are experienced and bring a variety of strengths to the governing body from their occupations. They seek further training to ensure they are robust in their governance.
 - Governors ensure safeguarding procedures are securely in place and risk assessments cover all aspects of school activities, including educational visits.
 - They visit the school regularly; as a result they have a good knowledge of the school's strengths and weaknesses. They fully support the headteacher and his strong drive for further improvement. This means that senior leaders receive a good level of challenge and support from the governors.
 - Governors have a good understanding of how well pupils are doing compared to other schools nationally. They know, for example, how much additional funding is provided, how this is spent and whether such funding is leading to improved results.
 - Governors understand and support the way in which leaders manage and improve the staff's performance and how this links to pay progression.

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	123119
Local authority	Oxfordshire
Inspection number	431430

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	83
Appropriate authority	Oxfordshire
Chair	Ray Banks
Headteacher	Simon Isherwood
Date of previous school inspection	17 March 2009
Telephone number	01993 811192
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