

Bloxham Church of England Primary School

Inspection report

Unique reference number	123098
Local authority	Oxfordshire
Inspection number	380594
Inspection dates	7–8 February 2012
Lead inspector	Nina Bee

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	394
Appropriate authority	The governing body
Chair	Roger Nowell
Headteacher	Matthew Ingall
Date of previous school inspection	28–29 November 2006
School address	Tadmarton Road Banbury Oxfordshire OX15 4HP
Telephone number	01295 720224
Fax number	01295 720484
Email address	Office.3064@bloxham-pri.oxen.sch.uk

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Introduction

Inspection team

Nina Bee	Additional inspector
Jan Edwards	Additional inspector
Graeme Burgess	Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 21 parts of lessons taught by 14 teachers. Discussions were held with staff, pupils, members of the governing body and a representative from the local authority. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the work of the school and looked at documentation including teachers' planning, safeguarding documentation, school development planning and academic performance data. Responses to 153 questionnaires from parents and carers were analysed, along with 44 from staff and 16 from pupils.

Information about the school

This school is larger than most primary schools. Pupils mainly come from White British backgrounds with 15% coming from minority ethnic groups. No pupils speak English as an additional language. A small number of pupils from Traveller families attend. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils and those with special educational needs is broadly average. There is an onsite Partnership Foundation Stage Unit that provides joint maintained and private provision for learning and childcare for children between the ages of three and five. A children's centre is also situated on the school site. It is not managed by the governing body and was not part of this inspection. The school meets the current government floor standards.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- Bloxham is a good and highly inclusive school that continues to place pupils' achievement and well-being at the heart of what it does. By the end of Year 6, attainment is above average in reading, writing and mathematics.
- Children in the Early Years Foundation Stage achieve well. Pupils make good progress overall in Key Stage 1 and Key Stage 2 and this reflects the good, if slightly variable, quality of teaching..
- Teachers' marking of pupils' work does not always inform pupils about what they need to do to improve and reach their targets.
- Teaching assistants contribute well to learning and especially work well with those pupils with specific individual needs.
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils enjoy learning. They are enthused by their teachers who plan exciting activities for them.
- Pupils are polite and respectful towards each other and the adults they come into contact with. As they get older they show a good awareness of different beliefs and cultures in the United Kingdom and beyond.
- Attendance is average and improving. Pupils say they feel safe in school and others behave well. Any rare instances of unsocial behaviour are managed effectively by teachers.
- The headteacher and staff have developed excellent links with both the pre-school staff and those in the children's centre, which ensure that children get off to a good start.
- The school is well led by the headteacher who has secured the support of staff and governors in the drive for further improvements.
- Senior leaders and managers are aware that the monitoring of teaching and learning is not rigorous enough to ensure consistently good teaching in all year groups.
- Parents and carers are pleased with the education their children receive.

What does the school need to do to improve further?

- Make sure, by July 2012, that teaching is consistently good or better in all year groups by:
 - identifying and improving any areas of inconsistency in teaching by developing the way senior leaders monitor and evaluate the quality of teaching and learning
 - ensuring teachers' marking always informs pupils about what they need to do to improve their work and reach their targets.

Main report

Achievement of pupils

Suitable support from adults ensures children in Reception achieve well in relation to their below average starting points. Children learn particularly well and with much enjoyment during the regular sessions where they learn about letters and sounds and begin to read simple words. School data show that pupils currently in Year 2 are attaining at average levels in reading, writing and mathematics. Attainment at the end of Year 6 has been above average in English and mathematics for the last three years, although it has dipped slightly for pupils in the current Year 6 because of lower starting points, including for reading.

Pupils' achievement is good, but not always as rapid in Reception and Year 1, where there are a few elements of less effective teaching. Even so, by the time they leave, pupils achieve well in speaking, listening, reading, writing and mathematics. They read texts confidently and with good expression. Pupils develop the skills they need to demonstrate a good understanding of what they read, as well as how to tackle difficult words, because the teaching of basic reading skills is good. Similarly, writing and mathematical skills are developed effectively as pupils move through the school. Pupils identified with special educational needs achieve as well as their classmates because their needs are catered for suitably. The small group of Travellers achieve well because their needs are met well by the adults who work with them.

Pupils enjoy learning. They listen attentively and work well in groups and independently. Pupils have good opportunities to use information and communication technology (ICT) to support their learning and so use computers with confidence. Learning is not as rapid for a few pupils in Key Stage 1 because of pockets of satisfactory teaching. Almost all parents and carers who responded to the questionnaires feel that the school helps their children to develop communication, reading, writing and mathematical skills well and that their children make good progress. Inspection evidence supports their views.

Quality of teaching

Teaching is good and supports pupils' spiritual, moral, social and cultural development well. Children in Reception are taught well overall. Activities are well planned and resourced around the six areas of learning. Individual needs are

effectively catered for and there is a strong focus on developing children's personal and social skills during well-organised group sessions. Children develop positive attitudes to reading, and learn well as they develop writing and numeracy skills. Learning slows down on the few occasions during group times, when not all children listen while adults speak

Teachers have high expectations of pupils and lessons are usually planned well in order to meet their different abilities effectively. Very occasionally this is not the case and results in some pupils finding activities too easy and others being confused because they do not really understand what they have to do. Even so, relationships between adults and pupils are good and pupils display positive attitudes to learning. The planned curriculum has a positive impact on pupils' motivation and development. Teachers try to make learning interesting and enjoyable. An example of this was observed during a memorable science lesson in Year 3. Pupils were fascinated with the information about teeth which the teacher displayed on the interactive whiteboard. Great excitement and much enjoyment was seen as pupils worked very well together and became totally immersed in an activity where they looked at clear images of skulls and tried to identify the animal or bird. Behaviour was excellent, especially when a dentist arrived to develop and reinforce their knowledge and understanding further. As a result, they made good progress, especially in their understanding of the need to always keep their teeth clean.

Older pupils appreciate the good quality of support they receive from all the adults who help them. They say they particularly enjoy looking at the interesting and informative displays, which adults put up around the school to celebrate the work they have done. The quality of teachers' marking varies. Some is supportive and informative but this is inconsistent throughout the school. Marking does not consistently inform pupils what they need to do to improve in order to meet their individual targets and this can affect their progress. In addition, there are too few opportunities for teachers to share the best teaching practice with each other in order to improve pupils' learning and achievement. Almost all parents and carers who returned questionnaires feel that their children are taught well and that the school responds well to their individual needs. These views are supported by the inspection evidence.

Behaviour and safety of pupils

Pupils' behaviour over time is good. From an early age, children develop good personal and social skills and these are maintained throughout the school. Pupils' good behaviour contributes positively to their learning and achievement and to the strong social and moral ethos of the school. Pupils take their learning seriously and certainly know how to behave well in the dining hall, during assemblies and when on breaks. There have been no exclusions during the last few years and clear procedures are in place to record the few incidents of anti-social behaviour. Pupils spoke enthusiastically about CBGs (Caught Being Good Awards). They are really proud of the badges and gold stars they wear when they have collected enough of these awards. A few parents and carers feel that bad behaviour disrupts lessons. No disruptive behaviour was seen during the inspection and most pupils rate behaviour typically as good. They feel that rare incidents of any type of bullying or poor

behaviour are dealt with effectively by staff. Almost all parents and carers who filled in questionnaires feel the same way and believe that the school keeps their children safe. Inspection evidence endorses this view. Pupils are adamant that the school is a safe place to be. They show a good awareness of potential hazards they may come across and confidently talk about issues which could arise, for example from using the internet or talking to strangers. Attendance is broadly average and improving.

Leadership and management

The headteacher has created a school where everyone is made to feel valued. The governing body is well informed and so is effectively equipped to support and challenge the school when required. Safeguarding responsibilities are taken seriously and requirements are fully met. Staff morale is high. Parents' and carers' views of the school are positive and they are appreciative of the work the school does. All senior staff and the governing body are ambitious for the school and totally committed and involved in school improvement. The school's recent initiatives, for example to improve the use of ICT to support learning in lessons, has been successful.

Senior staff have developed a wide range of intervention strategies for pupils who are not on track to reach their predicted targets. Monitoring of these strategies clearly shows a positive impact on achievement. Tracking of pupils' progress is thorough and reflects the good progress pupils make as they move through the school. Senior staff monitor the quality of teaching and try to ensure that there is appropriate mentoring and professional development to improve teachers' skills. However, the headteacher acknowledges that the monitoring of teaching is not as rigorous as it could be. Minor issues, identified during the inspection relating to teaching and learning, although already identified by senior staff, have not been successfully eradicated.

The good breadth and depth of the curriculum provides a varied range of experiences for all pupils and provides them with equal opportunities to succeed. It is used well to promote pupils' academic skills and also their personal development. Year 6 pupils spoke of thoroughly enjoying the regular educational visits which the school organises. They especially enjoyed their residential visit to Wales and taking part in exciting adventurous activities such as rock climbing.

The curriculum caters well for individual needs. There is good quality support for pupils whose circumstances may make them vulnerable. For example, those who find eating lunch in the dining room too daunting are allowed to withdraw to a much smaller room and get individual support from adults who are particularly sensitive to their needs. Those who display challenging behaviour are sensitively supported through individual behaviour plans enabling them to achieve as well as their classmates. Good quality provision is provided for children before and after school. This is well attended.

The school has consolidated the good practice identified in the previous inspection report. This, along with the good focus on improving achievement and well-being further, demonstrates its good capacity for further sustained improvement.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.

9 February 2012

Dear Pupils



Inspection of Bloxham Church of England Primary School, Banbury OX15 4HP

Thank you for making us so welcome when we recently came to visit you. We especially enjoyed coming into your lessons and seeing the exciting activities which your teachers plan for you so that learning is interesting and lots of fun. Your behaviour is good and we know you enjoy coming to school because you told us so. You go to a good school which enables you to reach levels in English and mathematics, by the time you are in Year 6, that are higher than in most schools.

These are some of the things we found out about your school.

- The children in Reception learn well because teaching is good.
- Teaching is good. Lessons are well planned and you make good progress.
- The staff and governors work well together to make sure that your school is a safe and very welcoming place for you to learn. There are some lovely displays of your achievements around the school and you told us that you really enjoy looking at them.
- Those who look after you at home are pleased with all the school does to help you. It was very apparent that you all get on very well together and also with the adults who look after you.
- Your school is well led and managed.

We have asked the school to do some things to improve the education you receive.

- Encourage teachers to share their best teaching ideas with each other in order to always make learning fun and exciting.
- Ensure that the school looks at how well teachers are teaching you and helps them to improve if they need to.
- Make sure that when teachers mark your work they clearly show you what you need to improve and reach your targets.

You can all help the school to continue to improve by always trying to do your best.

Yours sincerely

Nina Bee
Lead inspector

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