

St Ebbe's Church of England Aided Primary School

Whitehouse Road, Oxford, OX1 4NA

Inspection dates 12–13 March 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leaders and governors have tackled weaknesses successfully to ensure that the school has improved since the last inspection. As a result, pupils' achievement is good.
- Pupils reach above-average levels of attainment at the end of Year 6 in reading, writing and mathematics.
- Leaders check the quality of teaching rigorously. They use good systems to track pupils' progress.
- Good teaching and attention to pupils' personal skills, as well as their academic development, result in good behaviour and pupils' eagerness to learn.
- Children in the early years do well. Effective leadership and teaching ensure that they make good progress.
- The school's care and support for pupils with disabilities and those with special educational needs is very well organised. As a consequence, the school has gained the confidence and trust of the parent community.
- Pupils enjoy school and attendance is rising. They feel safe at school and adults pay good attention to their welfare and safety.
- The atmosphere throughout the school reflects a strong sense of community and mutual respect. Pupils' spiritual, moral, social and cultural development is promoted well, and they are well prepared for life in modern Britain.
- Governors know the school and local community well. They have an accurate view of the school's strengths and weaknesses. They have high ambitions for continuous improvement.

It is not yet an outstanding school because

- A few teachers do not always keep a close enough check on how well different groups of pupils are learning in lessons, so they can adjust the difficulty of the tasks set and ensure rapid progress.
- Teachers do not always challenge the most able pupils to make the most of learning, particularly in English.
- Attendance is at the national average. A small number of pupils do not attend regularly.

Information about this inspection

- The inspectors observed teaching and learning in 21 lessons, of which six were observed jointly with the school leaders. In addition, the inspectors made a number of shorter visits to lessons.
- The inspectors held discussions with school leaders, staff, governors and representatives of the local authority and the diocesan board of education.
- The inspectors observed the school's work and looked at documentation, including improvement plans, the systems for tracking pupils' progress, the arrangements for safeguarding pupils and samples of pupils' work. They heard groups of pupils reading and spoke with pupils about behaviour and the safety arrangements at the school.
- The views of 142 parents were analysed through the Parent View website. In addition, inspectors spoke with some parents.
- The views expressed by the 29 staff who responded to the staff questionnaire were also considered.

Inspection team

Michael Bartleman, Lead inspector	Additional inspector
David Wynford Jones	Additional inspector
Matthew Klimcke	Additional inspector

Full report

Information about this school

- The school is larger than the average primary and has 13 classes.
- The school has expanded to a two-form entry since the previous inspection. A building programme has almost been completed.
- Around a third of the children start the Reception classes in January and April because they attend a local Nursery until they reach statutory school age.
- The Early Years is made up of two Reception classes, one of which was formed in January 2015 because of the building programme.
- The proportion of pupils supported by the pupil premium is below average. The pupil premium provides additional funding for disadvantaged pupils, including those eligible for free school meals.
- Almost half of the pupils are of minority ethnic heritage which is higher than average. The proportion who speak English as an additional language is also above average.
- The proportion of pupils who are disabled or who have special educational needs is broadly in line with the national average.
- There have been several changes to staffing and leadership posts since the previous inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school runs a breakfast club each day.

What does the school need to do to improve further?

- Improve teaching and achievement by:
 - ensuring that the most able pupils are always challenged in their lessons, particularly in English
 - checking learning carefully in all lessons to make sure that all pupils sustain rapid progress in class time.
- Work closely with parents to raise attendance, particularly for the few who do not attend regularly and for those who take time out in term time for holidays.

Inspection judgements

The leadership and management are good

- The school's leaders ensure that this is a welcoming school within which no individual or group suffers any discrimination and in which good behaviour and good teaching flourish. Parents show high levels of satisfaction with the school as a whole. They say their children are happy at the school and feel safe. Pupils say they like the school because it has a happy atmosphere and they feel they are treated fairly.
- Since the last inspection there have been many changes, including an increasing roll, a building programme and staff changes. All have been well managed.
- The headteacher has built a strong staff team. The school has improved since the previous inspection, particularly in teaching and in the rates of progress pupils make.
- Leaders at all levels, including governors, have a shared sense of ambition and aspiration for the school. Their evaluations of its strengths and areas for improvement are accurate. They know what to improve and what actions to take to secure the necessary improvements.
- Senior leaders encourage and enable staff to observe teaching and share the best practice to improve their own effectiveness. The school gives staff training a high priority and links it to checks on staff performance that identify individual areas for improvement. This has led directly to a better quality of teaching.
- Newly qualified teachers are well supported.
- The leaders in charge of phases check the quality of teaching regularly and thoroughly. This has aided the drive for pupils' good and better progress over the last year.
- Additional funding helps disadvantaged pupils to make good progress. It provides extra teaching support where needed, subsidises a range of learning experiences and provides equipment and resources, as well as personal support for some pupils. As a result, eligible pupils are making good progress.
- The primary school sport funding is used effectively and boosts the experiences and skills of pupils in a variety of sports, as well as extending the abilities of teaching staff. However, a full evaluation has yet to take place.
- The curriculum is organised around various themes which provide good opportunities for improving pupils' reading, writing and mathematical skills. It enables the pupils to benefit from a broad range of lessons, activities and opportunities that capture their interest and help them to develop positive attitudes to learning and life. It is enriched through a wide range of educational visits and visitors to the school. The school further enhances pupils' experiences by providing opportunities to play instruments and to sing. Strong links with local churches and the local area develop the community aspects of the school well.
- The school has made good progress in developing its approach to the new curriculum. It is currently exploring, with other local schools, new systems of assessment to gauge pupils' attainment.
- Leaders ensure that pupils are being prepared well for life in modern Britain. A thorough understanding and appreciation of British values is at the heart of the school's approach. Discussions with pupils show that they value highly the ways in which the school promotes equality of opportunity and their understanding of fairness, respect and care for each other.
- All pupils contribute to the life of the school and enjoy the wide range of activities on offer. Assemblies and displays around the school provide opportunities for pupils to reflect on and consider important values.
- The local authority monitors the school's performance on a regular basis and provides helpful training and support. As a church school, there is similarly good support through the diocesan board of education. The school also works closely with local schools. This enables good checks to be made to ensure staff assessments of pupils' attainment and progress are accurate and provides opportunities for staff training.
- Safeguarding arrangements meet current requirements and members of staff understand what is required of them in the school's policies. These are kept up to date and have been revised in the light of recent guidance from the government.
- **The governance of the school:**
 - The governing body has a clear understanding of the school's strengths and areas for development. In striving for improvement it has identified the right priorities. Together with school leaders, governors are actively involved in the future planning of the school.
 - The governing body supports the school well and provides constructive challenge in order to hold leaders to account for the school's performance. Governors are competent in their analysis and

interpretation of data on progress and attainment so are able to direct informed questions about the school's performance to the headteacher and other leaders.

- The governors know what the quality of teaching is across the school. They make sure that staff promotion and salary increases reflect the progress that pupils make. As a result, arrangements for performance management have a positive impact on teaching.
- Governors check that the pupil premium is being used effectively. They question leaders closely to confirm its impact on the achievement of disadvantaged pupils. They are challenging leaders to ensure that gaps in achievement continue to close rapidly. They similarly have a sharp overview of other additional funding, such as that for sport.
- They ensure the school is preparing all pupils well for life in modern Britain.
- Governors take account of the views of parents through the parent council and have been proactive in resolving parental concerns.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils' attitudes to learning are also good. In lessons, pupils mostly concentrate well on their work.
- There is a positive sense of community throughout the school. Pupils appreciate how their teachers and other pupils help them to resolve any differences. They are being prepared well as future young British citizens.
- Pupils show high levels of mutual respect. Pupils from different age groups and backgrounds mix together well socially. This reflects well their good spiritual, moral, social and cultural development. Parents and pupils alike talk about the school as a 'family' that promotes the pupils' understanding of wider universal and community values and their responsibilities to others.
- Pupils like to take on additional responsibilities, for example, as school councillors and by running clubs for younger pupils during lunchtimes. This has a good impact on their personal development. Pupils have a great pride in their school and welcome visitors.
- Behaviour is not outstanding, as parents and pupils recognise, because a few pupils need adult support to reach the school's high standards. Pupils are very confident that staff will always tackle any untoward behaviour quickly and effectively. The school's records confirm this.
- Pupils who attend the breakfast club get a good, healthy and sociable start to the school day. The breakfast club has helped to improve the attendance and punctuality of some pupils.
- Pupils enjoy school and their attendance rates have improved since the last inspection; attendance is now in line with the national average. However, despite the good work of the home, school and community worker, a few pupils do not attend regularly and a small minority of pupils take time out of school in term time for holidays.

Safety

- The school's work to keep pupils safe and secure is good.
- First aid and the administration of medicines are very well managed.
- All pupils who spoke with the inspector said that the school is a safe and secure place within which they can play and learn with confidence. Pupils were adamant that there is no bullying at the school. School records and parental responses support this view.
- The pupils have a good understanding of how to keep safe. They pay good attention to their own and others' safety and well-being. Children learn to be kind and considerate towards each other right from Reception and are given the skills to use tools and equipment safely. The importance of courtesy and respect is understood well by pupils of all ages. All members of staff take a consistent approach to behaviour management and pupils respond well.
- Most parents who spoke to inspectors and who completed the online survey Parent View have confidence in the school. However, a small minority of parents would not recommend the school as they have concerns about the effectiveness of leaders. Inspection evidence does not support this view.

The quality of teaching is good

- Teaching has improved since the previous inspection and is typically good. Teachers know their pupils very well. This enables them to plan activities for pupils that interest them and build on their knowledge and skills. Teachers also enjoy very good relationships with pupils and so pupils listen and participate well in lessons.
- Teachers show high expectations that pupils behave appropriately and work hard. Pupils respond well, particularly when the work set by teachers encourages them to apply what they already know to solve a new problem. This was shown clearly during the inspection in a mathematics lesson where pupils were fully involved in solving subtraction problems using a range of methods and resources. Effective questioning by the adults present ensured all pupils' learning developed.
- Staff use the rewards system well to ensure that pupils take pride in their achievement and behaviour. In most lessons, teachers set work that demands much of all groups of pupils. As a result, almost all pupils are well challenged, sustain interest and make good progress in gaining knowledge and in deepening their understanding.
- Additional adults are well deployed in lessons to ensure that pupils who need extra help, including pupils who are learning English as an additional language, are given small-group and individual support. Some teaching assistants have had additional training in the particular special educational needs of the pupils they are supporting. This ensures that they provide the right help to enable pupils to take a full part in lessons and learn well.
- Pupils' work is marked frequently and they are given good feedback about how they can improve. Pupils say that their comments are helping them to improve to their work. 'Teachers always help you when you're stuck,' was a typical response from pupils. In a few cases, presentation is sometimes not as good as it could be and so there are some pupils whose work lacks care. Although this is picked up in the marking, it is sometimes not followed up by the teacher.
- Mathematics teaching focuses on deepening the pupils' understanding as well as helping them to master new skills. This extends the learning of the most able pupils well. Teachers provide tasks that develop the pupils' reasoning by applying their skills to practical activities, solving problems and investigations.
- Teachers' questioning probes and extends pupils' learning well, particularly in mathematics. Pupils are helped to reflect on their work. However, teachers do not always check how well pupils are learning during a lesson, in order to adjust their approach. This sometimes slows progress. Occasionally, it means the most able pupils have nothing more challenging to go on to when they have shown that they understand the work.
- Classroom displays are used well both to celebrate pupils' work and to provide help with what they are learning. Every classroom has a wide range of books that the pupils enjoy because many are avid readers.
- Teachers track the progress pupils are making in reading, writing and mathematics closely. They are aware that there are gaps between some groups of pupils and are taking effective steps to close them rapidly.

The achievement of pupils is good

- In the two years since the school's previous inspection, pupils' achievement has improved significantly, particularly in Key Stage 2. This is because teaching has improved and the school makes very effective use of its systems for tracking and monitoring individual pupils' attainment and progress.
- Most pupils currently at the school are making good progress in reading, writing and mathematics. As a result of the school's good tracking systems, any potential gaps in performance between specific groups of pupils and their classmates, or compared with other pupils nationally, are spotted quickly and relevant action taken.
- In the 2014 national tests and assessments, the attainment of Year 6 pupils was above average in reading, writing and mathematics. As a result, pupils who left in 2014 were well prepared for their secondary education.
- The school pays good attention to the learning of its most able pupils in mathematics. This is helping them reach the highest possible standards. Pupils' work shows that this is successful.
- Disadvantaged pupils make good progress from their individual starting points. At the end of Year 6 in 2014, these pupils were three terms behind their classmates in mathematics and writing, and one term behind in reading. They were one and a half terms behind other pupils nationally in mathematics and writing and almost the same in reading. Their progress was better than that of other pupils in the school in reading, the same in mathematics and below in writing. The school data show that, currently, the

difference is reducing significantly.

- The teaching of phonics (letters and the sounds they represent) is good throughout the school, and this helps support the increasingly good development of pupils' reading skills. A higher proportion of pupils achieved the expected standard in the Year 1 phonics check in 2014. Children's speaking and listening skills are being developed particularly well in Reception and this lays a firm foundation for their literacy work in later year groups.
- By Year 6, most pupils have developed into confident readers. They read accurately and confidently, tackle new vocabulary and different ways to interpret text. When hearing pupils read, inspectors found that even the weakest readers were able to break words down successfully into their various sounds and make good sense of words new to them. The most able readers are reading fluently and with meaning, including giving 'character' to speech in the text. Pupils also say how much they enjoy their library sessions with Diesel, the listening dog, and reading with volunteers from the local community.

The early years provision

is good

- In Reception, all groups of children, including those with disabilities and special educational needs, make good progress from their starting points. Teachers provide a range of stimulating activities that allow children to make good progress. Early reading, writing, mathematical and speaking skills are well developed.
- Children start in Reception with knowledge, skills and understanding that are broadly typical for their age. However, a few show less well developed skills in mathematics, communication and personal skills.
- Staff check children's starting points thoroughly when they join and intervene quickly when they identify gaps in children's learning or where children are exceeding expectations. Staff plan together and this brings good benefits to children's development.
- Good leadership ensures that children's achievement is good and they are being prepared increasingly well for their work in Year 1. This is because of the good teaching they receive.
- Staff regularly observe and record the children's progress, assess the ways they learn and interact with each other. They use the results well to plan for children's future work. The children's 'Learning Journeys' record their learning and show good evidence for their progress across all the areas of development. Parents are also encouraged to contribute to these through records and observations of their children's learning at home.
- Parents appreciate the well-organised induction system. All parents who spoke to the inspector were very positive about their child's experiences in the early years provision. They praised the interesting range of visitors and visits that enhance their children's learning. Parents consider that their children feel safe in school.
- Children's safety, health, welfare and general personal development have a high priority. They are kept safe in an environment that stimulates their curiosity and enables them to thrive.
- The children are well behaved and attentive. Staff encourage them to play and work together sensibly. As a result the children do so, not only within their class but also with pupils throughout the school. Adults are successful in the ways they encourage children to cooperate and take turns. Children quickly learn to treat each other with respect and kindness. Their attitudes to school are good and they show a willingness and enthusiasm to work hard and do their best.
- The leader of the early years has a good awareness of the strengths and areas still left to develop. The main area in need of development is the outside area. This is because the area has only recently been adapted and the current range of activities does not always ensure all the children's areas of learning are fully developed.

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	123212
Local authority	Oxfordshire
Inspection number	453544

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	340
Appropriate authority	The governing body
Chair	Janet Rayment
Headteacher	Susie Bagnall
Date of previous school inspection	12–13 March 2013
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