

Stoke Row Church of England School

Inspection report

Unique Reference Number	123136
Local Authority	Oxfordshire
Inspection number	340287
Inspection dates	26–27 April 2010
Reporting inspector	Mike Capper

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	97
Appropriate authority	The governing body
Chair	Ryan Bradley
Headteacher	Steven McTegart
Date of previous school inspection	27 April 2010
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Introduction

This inspection was carried out by two additional inspectors. Inspectors observed eight lessons with four teachers being seen. Meetings were held with governors, staff and groups of pupils. The inspectors observed the school's work and looked at teachers' planning, the school's assessment information and safeguarding policies and samples of pupils' work. Inspectors analysed 57 questionnaires from parents and carers.

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

- variations in attainment between English, mathematics and science
- the effectiveness of teaching at providing the right level of challenge for all pupils
- the involvement of leaders at all levels in evaluating the school's work
- pupils' knowledge of cultures other than their own and how well pupils take on responsibility and adopt healthy lifestyles.

Information about the school

This rural school take pupils from Stoke Row as well as from several other local villages. The proportion of pupils identified as having special educational needs and/or disabilities is below average. Most, but not all, of these pupils have moderate learning difficulties. Virtually all pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is below average. The school has a number of awards including Activemark and Healthy School status.

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

Pupils achieve well in this good school. Children get off to a good start in the Early Years Foundation Stage and are building on this well in the rest of the school. Consequently, pupils' attainment is improving and it is now above average by the end of Year 6. Pupils attain especially well in English, benefiting from good opportunities to use their literacy skills in different subjects as well as good teaching that meets differing needs well. In mathematics and science, although progress is good overall, teachers do not always provide the right level of challenge for all pupils and this sometimes slows the pace of learning.

Although there is much good teaching some is still of satisfactory quality. Teachers' enthusiasm is greatly appreciated by pupils who really enjoy school. However, leaders do not monitor teaching frequently enough to raise the remaining small amount of satisfactory teaching to a good level. This is a weakness in otherwise good and thorough systems for evaluating the school's work. In addition, leaders do not make enough use of partnerships with other school to help improve teaching. For example, there are missed opportunities for teachers to visit other schools where they can share ideas and see good practice.

Pupils are well cared for and this means that they feel exceptionally safe at school. Pupils learn good values such as the importance of looking after others. Good links with the church support pupils' spiritual development well. However, their knowledge of cultures other than their own is not strong enough and pupils have only a limited understanding of what life is like in other parts of the United Kingdom and beyond.

Leaders at all levels are doing the right things to move the school forward and all, including governors, make a good contribution to school self-evaluation and strategic planning. Data on pupils' progress and their work are scrutinised carefully and this helps to give a clear picture of what needs improving. For example, following work sampling, leaders are now rightly reviewing the school's marking policy so that pupils are given more information about their next steps in learning.

Although the pace of change over the last two years has been adversely affected by staff turnover, the school knows what it needs to do to tackle weaknesses and it has successfully demonstrated that it has a good capacity to sustain improvement. Key issues from the last inspection, such as the need to improve pupils' writing skills, have been successfully tackled and improved attainment lower down the school is now beginning to filter through to Key Stage 2.

What does the school need to do to improve further?

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- Move remaining satisfactory teaching to good by:
 - increasing the frequency of the monitoring of lessons so that teachers are given regular guidance on how to improve
 - ensuring there are always good levels of challenge for all learners
 - ensuring that marking consistently helps pupils to improve their work
 - giving teachers opportunities to see good practice in other similar schools.
- Give pupils more opportunities to learn about cultures other than their own.

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

Pupils' achievement is good and pupils are well prepared for the next stage of their education, developing good confidence and self esteem. Pupils greatly enjoy school as can be seen in their good attendance. As one pupil told his parent, 'I can't wait until Monday because school is fun.' In lessons, progress is often good but it is also sometimes satisfactory. In a good literacy lesson, pupils showed great interest and made quick progress in improving their writing skills because work was purposeful and they were able to plan together to develop their story. In a good science lesson, pupils developed a good knowledge of what plants need to grow because work was practical and engaging. In small group sessions, pupils with special educational needs and/or disabilities learn quickly because individual attention helps them to stay on task. As a consequence, they learn well and make good progress. Where progress is satisfactory, the pace of learning is slower because work is not pitched at the right level for all, for example pupils who were learning how to use a number line struggled because they were not clear about how to apply this strategy.

Pupils behave well and work hard, although they do not always take enough care to present their work neatly. They enthusiastically take responsibility through activities such as the school council and by being 'headteacher for a day'. Pupils happily take part in church services but they have only a limited knowledge of cultures other than their own. Pupils keenly adopt healthy lifestyles most of the time. The school's good work in this area is reflected in its Healthy School status and the Activemark award.

These are the grades for pupils' outcomes

¹ 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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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
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
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Adults make school a happy and welcoming place to be and this contributes well to pupils' good learning. Support for children who need additional support is generally well targeted, helping them to catch up quickly. Pupils are given good academic support, although not all target setting is of a consistently good quality.

Teachers make lessons enjoyable and get on well with pupils. Teaching assistants make a good contribution to learning, especially when working with small groups of pupils. Teachers usually assess learning carefully. Where teaching is good they are becoming increasingly adept at using this information to provide consistently high levels of challenge for all groups of learners. However, this is not yet consistent in all lessons. Teachers conscientiously mark work, but written comments do not always identify how learning can be moved on.

The curriculum effectively promotes basic skills. There has been a successful focus on helping pupils to use their literacy skills in different subjects and this has had a good effect on their writing. However, leaders have rightly identified that pupils do not yet get enough opportunities in geography lessons or through the everyday curriculum to learn about other cultures or life in multicultural Britain.

A good range of clubs for a school of this size support personal development well and help pupils learn new skills such as judo or bridge. This adds much to the pupils' enjoyment of school.

These are the grades for the quality of provision

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

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

How effective are leadership and management?

The impact of leadership is seen in how effective the headteacher and senior leaders are at embedding ambition and driving improvement. There is no complacency and their drive for improvement and their ambitions are shared by staff and governors. There is a good understanding of remaining priorities. Although the analysis of data contributes well to school evaluation, leaders know that they do not monitor teaching and learning frequently enough to provide regular guidance on moving the remaining satisfactory teaching to a good level. The school has satisfactory partnerships with others. Not enough use is made of links with other schools so that teachers can visit them to see good practice.

The school promotes equality successfully. Leaders are rigorous in dealing with discrimination and they carefully check that all groups are doing equally well. The school makes a satisfactory contribution to community cohesion. Pupils have some opportunities to learn about life in other parts of the world, such as France, but their understanding of life in multicultural Britain is less strongly developed and has rightly been identified by leaders as a priority for development.

The school has good safeguarding procedures. Adults give safety a high priority and carefully assess risks to ensure that pupils are kept safe.

These are the grades for leadership and management

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

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	
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage. When they start school, the majority of children are working at the levels expected for their age. Good teaching, along with the benefits of being taught in a small single-age class, means that children achieve, and often exceed, the levels expected for their age by the start of Year 1. Children's differing needs are met well and adults provide calm and sensitive support. Relationships between adults and children are superb. As a result, children develop good confidence and self-esteem and they learn to work together. Adults have worked hard recently to improve both indoor and outdoor provision. There is an exciting curriculum that gives children good opportunities to explore their own ideas, for example by investigating what happens to a table-tennis ball when it is put down a long tube. There is a good balance between activities that are led by the teacher and those where children choose for themselves. Adults use questioning well to move learning on when children are working in groups. Occasionally, there is too little adult intervention to extend skills further when working independently.

Leaders monitor provision closely and action plans clearly identify the next steps for development. They are successfully improving resources and strengthening the partnership with local pre-schools.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

There was a good return of questionnaires, most of which were positive about the work of the school. Positive comments included, 'Stoke Row is a lovely school' and 'members of staff are approachable and eager to help'. About a fifth of parents and carers raised concerns about aspects of the school's work. Some feel that there is not enough competitive sport; inspectors found that teachers provide a reasonable range of sporting activities for a school of this size. Some parents and carers are concerned about the turnover of teachers; this has been beyond the school's control and leaders have done

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all that could reasonably be expected to minimise the impact on learning. A few parents and carers rightly feel that communication between home and school could be improved; governors have identified this as a priority and are taking the right steps to tackle this issue. Other concerns about leadership and management and pupils' progress are reported on elsewhere in the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stoke Row CE Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 57 completed questionnaires by the end of the on-site inspection. In total, there are 95 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	63	20	35	0	0	0	0
The school keeps my child safe	36	63	20	35	0	0	0	0
The school informs me about my child's progress	38	67	18	32	0	0	0	0
My child is making enough progress at this school	17	30	30	53	7	12	2	4
The teaching is good at this school	20	35	25	44	9	16	0	0
The school helps me to support my child's learning	34	60	20	35	0	0	0	0
The school helps my child to have a healthy lifestyle	21	37	29	51	6	11	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	27	47	23	40	6	11	0	0
The school meets my child's particular needs	25	44	22	39	5	9	1	2
The school deals effectively with unacceptable behaviour	21	37	28	49	5	9	0	0
The school takes account of my suggestions and concerns	25	44	25	44	1	2	1	2
The school is led and managed effectively	23	40	24	42	7	12	1	2
Overall, I am happy with my child's experience at this school	20	35	24	42	7	12	4	7

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



28 April 2010

Dear Children

Inspection of Stoke Row CE Primary School, Stoke Row RG9 5QS

Thank you for welcoming us to your school. You were very polite and friendly and we enjoyed talking to you. We agree with you that this is a good school that helps you to do well.

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

- You do well in the Reception year. You are happy, make good progress and nearly always have smiling faces when you come to school!
- Mainly good teaching means that you make mostly good progress as you move through the rest of the school.
- You behave well most of the time and enjoy school, especially visits and visitors.
- You know who to turn to if you have a worry and you feel that you are kept very safe. You make a good contribution to the life of the school through the school council and by being sports leaders.
- All adults in school are kind and caring and they give suitable help when you have problems with your work.
- The headteacher, teachers and governors are leading the school well and know what needs improving.

This is what we have asked your school to do now.

- Ensure that leaders watch more lessons so that they can help teachers improve and also give them opportunities to visit other schools to see other teachers at work.
- Check that teachers always expect enough of you and are using marking to help you understand how to improve.
- Give you more opportunities to learn about different cultures.

We wish you all well for the future. You can help your teachers by trying to present your work neatly all of the time.

Yours sincerely

Mike Capper

Lead inspector

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