

Tackley Church of England Primary School

St John's Road, Tackley, Oxfordshire, OX5 3AP

Inspection dates 11–12 September 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- All pupils make good progress and achieve well in all subjects and have done so over a period of time. The results achieved by pupils are rising rapidly.
- Almost all teaching is at least good and some is outstanding. Teachers know pupils well and plan lessons which match each pupil's ability.
- Pupils in the Early Years Foundation Stage are particularly well taught and supported, so they make good progress both in their learning and personally.
- Pupils learn to read successfully.
- Pupils behave very well. They feel safe, attend regularly, work hard in lessons and are keen to do well.
- The school provides pupils with an interesting range of subjects, topics and experiences which ensures that they enjoy school.
- The headteacher, well supported by her senior leadership team, has improved the quality of teaching and raised pupils' achievement significantly since her appointment.
- School leaders check thoroughly the quality of teaching and the progress that pupils are making.
- The governing body has a clear view of how well the school is doing. Governors effectively challenge school leaders to improve the school further.

It is not yet an outstanding school because

- Teaching is not yet outstanding, and a very small amount requires improvement because expectations are not always high enough.
- Pupils in Key Stage 2 make slightly slower progress in mathematics than in English. In a minority of mathematics lessons teachers do not check that pupils have a secure understanding of basic ideas before moving on to harder work.
- The school does not provide enough opportunities to make sure that pupils develop a knowledge and understanding of people from different cultures, beliefs and backgrounds.

Information about this inspection

- The inspector observed nine part-lessons, four of which were jointly observed with the headteacher. All classes and all full-time teachers were seen. The inspector also attended an assembly, listened to pupils read and looked at pupils' work.
- Meetings were held with pupils, staff, school leaders and governors. The inspector spoke on the telephone to a representative from the local authority.
- The inspector spoke to a small number of parents and carers at the start of the school day. He looked at the 34 responses to the online questionnaire Parent View, as well as the results of the school's own recent survey of parents and carers. The inspector also considered 12 staff questionnaires.
- The inspector looked at documents including the school's plans for improvement, records of the quality of teaching, school information on the progress of pupils and at nationally published results. He also looked at records of pupils' behaviour and attendance, and at how the school keeps pupils safe.

Inspection team

Mike Phipps, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school. It has an Early Years Foundation Stage class for Reception-aged children.
- Pupils in Years 1 to 6 are organised into four mixed-age classes.
- The proportion of disabled pupils and those who have special educational needs supported through school action is higher than average. The proportion of those supported at school action plus or with a statement of special educational needs is lower than average.
- The proportion of pupils known to be eligible for the pupil premium is lower than average. The pupil premium is the additional funding provided for children in local authority care, those known to be eligible for free school meals and children from service families. All supported children in this school are those known to be eligible for free school meals.
- The proportion of pupils from minority ethnic backgrounds is lower than average. Very few pupils speak English as an additional language.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- A new headteacher was appointed two years ago.
- Tackley Pre-School operates from the same site. It is not managed by the governing body and is separately inspected, so was not included in this inspection.

What does the school need to do to improve further?

- Improve the quality of teaching so that more is outstanding, especially in mathematics in Key Stage 2, by:
 - making sure that all pupils have a secure understanding of basic mathematical ideas before moving on to more difficult work
 - strengthening pupils' skills in mental arithmetic
 - making sure all teachers have the same high expectations of what pupils can do and achieve.
- Provide more opportunities for pupils to learn about and understand people who come from different cultures, beliefs and backgrounds, so they are better prepared to live in a culturally diverse society.

Inspection judgements

The achievement of pupils

is good

- Many children enter school with skills slightly below those expected for their age. All pupils make good progress and achieve well by Year 6. The results achieved by pupils have risen rapidly in the last two years.
- Lesson observations, listening to pupils read and checks of pupils' work confirm that pupils are making good progress in all subjects and year groups.
- Children get off to a good start in Reception because teachers plan a variety of interesting activities. They make good progress, and their standards are in line with national averages by the time they go into Year 1.
- Pupils make good progress in Key Stage 1. By Year 2, pupils' standards are in line with national averages in writing, and they are slightly above average in reading and mathematics.
- Pupils learn to read successfully. Their understanding of phonics (the sounds that letters make) in Year 1 is much better than the national average. Pupils enjoy reading, and older pupils talk with enthusiasm about favourite books and authors.
- In Key Stage 2 pupils make good progress, but rates of progress are slightly slower in mathematics than in English. By Year 6, standards in both English and mathematics are above national averages.
- Disabled pupils and those who have special educational needs make similar good progress to that of other pupils. This is because their needs are identified early, school leaders check their progress carefully, and pupils receive effective support when it is needed.
- The number of pupils who are known to be eligible for the pupil premium in each year group is very small. Many are also disabled pupils and those with special educational needs. They make similar progress to other pupils in school, but they are around four terms behind other pupils both in English and in mathematics. Funds from the pupil premium have been spent appropriately on staff for individual and small-group support, and resources to support these pupils' early reading skills. The gap between the achievement of supported pupils and others in school is closing rapidly.
- The achievement of more-able pupils is good. They are identified early by the school, and given appropriately challenging work. Their progress is tracked closely. As a result a very high proportion of them make good or better progress in each year group.
- The small number of pupils from minority ethnic backgrounds and those who speak English as an additional language achieve results that are in line with that of other pupils.
- Pupils' writing skills develop well. Pupils are given a range of writing experiences and the chance to write at length in different subjects.
- In mathematics pupils enjoy the chances they have to solve mathematical problems and use mathematics in real-life situations. However, some pupils' progress is slowed by weaknesses in basic skills, such as secure knowledge of times tables and proficiency in mental arithmetic.

The quality of teaching

is good

- Almost all teaching is at least good and an increasing proportion is outstanding.
- Teachers regularly and accurately assess pupils' achievement in all year groups. This means that teachers know their pupils very well and can plan lessons which take into account each pupil's ability. For example in one Years 5/6 English lesson all groups of pupils were able to make outstanding progress because the tasks set were closely matched to their abilities.
- Teaching is particularly strong in the Early Years Foundation Stage. In one lesson children made rapid gains in counting up to 20 because the teaching was very engaging, expectations were high and a number of well-planned practical activities further developed children's learning.
- Teachers' marking is detailed, and gives pupils clear guidance on how to improve their work. Pupils have chances to respond to this marking. They know their targets and how to achieve

them.

- The improved teaching of phonics means that pupils learn to read successfully.
- Teaching assistants are used well and make a significant contribution to pupils' learning, especially for those pupils who need extra help.
- In those few lessons where teaching requires improvement, teachers do not have high enough expectations of what pupils can achieve.
- In some mathematics lessons teachers do not check that pupils have a secure understanding of basic ideas before moving on to harder work. This slows the progress made by some pupils.

The behaviour and safety of pupils are good

- Pupils behave very well in class and around school at break and lunch times. They are polite, respectful and friendly. There is a calm and purposeful learning atmosphere in school, and all groups of pupils get on well together.
- Pupils' attitudes to learning are good. They work hard, enjoy learning and want to do well. They are keen to answer questions and offer opinions. An outstanding example was given by one pupil in a mathematics lesson who explained equivalent fractions by comparing them to synonyms he had learned about in an English lesson.
- Pupils say they feel safe in school. They understand different types of bullying, and say bullying is very rare. School records confirm this. Pupils are confident that adults would deal with any bullying if it did happen. Pupils know how to stay safe in different situations. Racist incidents and exclusions are almost unknown.
- Pupils enjoy the rewards they get for behaving well and working hard, especially the new house points system. They understand the importance of behaving well if they are to succeed.
- Parents and carers agree that pupils behave well in school, are well looked after and feel safe. Staff also feel that pupils behave well.
- Pupils' attendance has risen in the last two years and is now above national average levels.
- Pupils' behaviour and safety are not outstanding because there is not enough outstanding teaching which would allow pupils consistently to develop their thirst for knowledge in independent and group-learning tasks.

The leadership and management are good

- Since her appointment the headteacher, well supported by her senior leadership team, has had a very positive impact on the school. Pupils' achievement and the quality of teaching have both improved significantly.
- Strong leadership, accurate evaluation of the school's strengths and weaknesses and the record of improvement show the school has strong capacity to improve further.
- The school's systems for managing teachers' performance are robust and are linked to their salary progression. Judgements are based on pupils' progress. There are good opportunities for training for teachers to improve their skills. Teachers with responsibility for subjects are developed well in their roles as future leaders.
- Pupils enjoy many interesting lessons, topics and experiences. Close links with the local church, activities in the local community, visits, clubs, positions of responsibility and special events all contribute well to pupils' spiritual, moral and social development.
- School leaders check carefully each pupil's progress. Regular meetings are held with class teachers who are held accountable for the progress of pupils. If any fall behind, effective help is given quickly.
- Leadership and management of the Early Years Foundation Stage are good. Children's achievements are checked closely to make sure all make good progress in their learning.
- The emphasis on making sure that all groups of pupils achieve well shows the school's commitment to equality of opportunity and to seeing that discrimination of any kind is not

tolerated.

- The school has a good relationship with parents and carers. They are supportive of the school and its leaders, and appreciate the information the school provides about their children's learning.
- Extra primary school sport funding has been spent on developing competitive sports with partner schools, on specialist physical education teachers, on widening the range of after-school sports clubs and on training the school's own staff. This is successfully improving the breadth of sports provision and is increasing pupils' participation in physical education and sport with positive effects on their health and well-being.
- The school's arrangements to keep its pupils safe are robust and meet all requirements.
- The school receives appropriate light-touch support from the local authority.
- Leadership and management are not outstanding because the school does not yet provide enough opportunities for pupils to develop a knowledge and understanding of a range of people from different cultures, beliefs and backgrounds. Although plans are in place to do this, it means that pupils currently are not yet fully prepared for life in a culturally diverse society.
- **The governance of the school:**
 - The governing body is ambitious to improve the school. Governors know the school's strengths, and have a clear idea of how to improve the school further. They help decide priorities for improvement, and check that plans for improvement are working. They know about the quality of teaching, how teachers' good performance is rewarded and how any underperformance is tackled. Governors have a good understanding of what pupil performance data tell them about how well the school is doing compared to other schools nationally. This means they can effectively hold school leaders to account and challenge them to improve the school further. They oversee the school's budget well, and are well informed about how extra funds, for example from the pupil premium, are spent, and with what impact. They are keen to improve their skills through further training, and are currently carrying out an audit of the skills that governors have to see what further development is needed.

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	123117
Local authority	Oxfordshire
Inspection number	426499

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	122
Appropriate authority	The governing body
Chair	Steve McManus
Headteacher	Jane Chalmers
Date of previous school inspection	12–13 January 2012
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