

Deddington Church of England Primary School

Earls Lane, Deddington, Banbury, OX15 0TJ

Inspection dates

5–6 November 2014

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.

- The headteacher, subject leaders and governors have high expectations and are keen to see the pupils do well.
- Pupils make good progress in mathematics and writing.
- Standards are well above average in reading, writing and mathematics by the end of Year 6.
- Teaching is good within the school, including in the Early Years Foundation Stage. Teachers have good relationships with pupils and have high expectations of them.
- Teachers assess pupils' work accurately and often, particularly in English and mathematics. Pupils act on the advice given to improve their work.
- Attendance is well above the national average.
- Pupils are polite, well behaved and respectful to others.
- Behaviour is good in lessons and around the school. Pupils feel safe and well cared for. They have good attitudes to learning and enjoy coming to school.
- The subjects taught provide for good experiences within the classroom. There is a rich and diverse range of educational visits and extra activities. Health and fitness are promoted well.
- The pupils' spiritual, moral, social and cultural development is a strong feature of the school.
- Governors are very effective. Leaders know the school's strengths and weaknesses. They have taken effective steps to secure good standards within the school.

It is not yet an outstanding school because

- Pupils' progress in reading is improving but is not yet as good as that in writing and mathematics.
- Targets leaders set to raise standards of teaching and achievement are not always specific enough to help secure more rapid improvements.
- School leaders do not always present information about pupils' progress in a format that is easy to understand. This can make it hard for governors to measure the impact of the school's work on pupils' achievement.

Information about this inspection

- Inspectors observed learning in all classes and visited 18 lessons, of which four were observed jointly with the headteacher. Inspectors listened to pupils read.
- Meetings were held with members of the governing body, the headteacher, and senior and subject leaders. Inspectors also spoke with a representative of the local authority.
- Inspectors held meetings with two groups of pupils. They talked informally with pupils at breaks and lunchtimes.
- The 86 responses from parents to the online survey (Parent View) were considered. Inspectors also spoke to parents informally. Account was taken of the answers to the 22 questionnaires completed by staff.
- Inspectors looked at a range of documents including the school’s evaluation of its own performance, plans for improvement, policies and records of pupils’ behaviour and attendance. Safeguarding documents were reviewed.

Inspection team

Rob Ridout, Lead inspector	Additional Inspector
Larissa James	Additional Inspector
David Shears	Additional Inspector

Full report

Information about this school

- Deddington Church of England Primary School is smaller than the average-sized primary school.
- Nearly all pupils are of White British, Irish, Other White or Mixed White heritage. Only one out of every 20 pupils are from any minority ethnic background and speak English as an additional language.
- Children in Reception attend full time.
- One in 12 pupils are known to be eligible for the pupil premium. This is well below average. The pupil premium is additional funding for disadvantaged pupils who are known to be eligible for free school meals or are looked after.
- The proportion of pupils supported by school action is in line with the national average. Again one in 12 pupils are supported in this way.
- Almost one twentieth of pupils have a statement of special educational needs or are identified at school action plus. This is average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Key Stage 2.

What does the school need to do to improve further?

- Raise standards and accelerate pupils' progress by improving the quality of teaching, especially in reading, and ensure that pupils' work is set at the right level.
- Develop the leadership and management team so that all leaders check and report on the quality of teaching and standards of achievement against specific, measurable and challenging targets that support pupils to make more rapid progress.
- Ensure that information about pupils' achievement is presented in a consistent, clear way by all school leaders so that governors are able to check on the progress of all groups of pupils more easily.

Inspection judgements

The leadership and management are good

- The headteacher, school leaders and governors are committed to the goal of providing an excellent and safe education to all pupils and supporting them to make good and better progress. This is shared by all staff who work towards a clear and common vision based on these high expectations. As a result this is a good and improving school.
- Leaders at all levels play a good part in driving the school forward. Subject leaders are keen to take on greater responsibilities to further accelerate the rise in standards of teaching and achievement. They are developing the confidence and skills of their teams.
- Teachers receive good quality guidance and support to improve their practices. They visit other schools to learn from best practice and share these experiences with other teachers. Performance is managed well and pay awards are given to those whose pupils make good progress.
- The quality of the newly revised range of subjects that the school has in place is good, but this is under constant review to ensure it remains relevant and of interest to pupils. Leaders are working with other schools in the area to establish an appropriate and efficient system to check pupils' progress to meet its future needs and those of its pupils.
- The school ensures that all pupils have equal opportunities and that there is no discrimination. Weekly assemblies celebrate different cultures and faiths and promote greater tolerance through friendship.
- The school provides well for pupils' spiritual, moral, social and cultural development. Assemblies give pupils time to reflect on their spiritual and moral values. Strong links with the church provide many opportunities to contribute to the local community. The subjects taught ensure that pupils gain a good understanding of the different cultures and beliefs that exist within modern Britain.
- Additional funding has been used effectively. A range of good support for disadvantaged pupils has been provided. The impact of this spending is regularly reviewed and appropriate changes are made to ensure that it is helping those pupils make better progress. As a result the gap between disadvantaged pupils and their peers both in school and nationally is closing.
- Extra funds for sport have been used well. Training for staff to help them lead additional health and sport activities is resulting in greater levels of pupil engagement. Good links with local clubs exist. Sport coaches support the delivery of a rich range of extra activities. Participation rates are high. More than two thirds of pupils are routinely involved in some sport or health activity. Competitive sport is common and the school is well known for its success in cross-country.
- School leaders know their school well. However, they recognise the self-evaluation process needs to be revised to secure further improvements. Plans are in place to actively engage all leaders in checking and reporting on the quality of teaching and standards of achievement for which they are responsible against specific, measureable and challenging targets to support pupils to make more rapid progress.
- The local authority supports the school effectively. It has provided bespoke training to the governing body and supports the school in the moderation of its work.
- The school's arrangements for safeguarding pupils meet statutory requirements.
- **The governance of the school:**
 - Governors are very effective. Recruitment to the governing body has been selective to ensure that a range of skills and expertise are represented. Governors put these skills to good use in securing a clear view of the school's success. They effectively hold the headteacher and school leaders to account for raising the standards of teaching and achievement.
 - Governors routinely visit the school, observe activities and report their findings back to the governing body. They have an accurate view of the strengths and weaknesses of the school. They know what is needed and how they will support the school to become an outstanding place of learning.
 - Procedures to set targets for teachers and manage their performance are effective. Governors have a good knowledge of the process and the quality of teaching. Pay awards are linked to good teaching and good pupil achievement.
 - Governors show a good knowledge of the information provided to them detailing the achievement of all pupils. They pay close attention to the progress of disadvantaged pupils and ensure that additional funding is used effectively to raise the attainment of this group.
 - The headteacher and senior leaders provide governors with a comprehensive range of information about the school including details about pupils' attainment. However, information relating to pupils' progress is not always consistently presented and therefore not easy to understand or evaluate in its current format.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good. The school is a calm and friendly place in which pupils work and play together well.
- Pupils wear their uniform with pride and take real care of their environment. There is no litter. Displays acknowledge their best work and celebrate their achievements. Photos on the walls capture the rich and diverse range of activities they enjoy.
- Pupils are polite, courteous, welcoming and respectful. They display good manners to each other and to adults in and around the school. This is because teachers model best behaviours and promote the values of respect, kindness, forgiveness and honesty which they recognise through the rewards system.
- Pupils are proud of the contributions they make to the school either as part of their school council or by representing the school as part of a team. They enjoy the work they do within the local community. They talk with real enthusiasm about their performance in the local church, links with communities in South Africa and efforts to raise monies for charities including Children in Need.
- Behaviour around the school is good. Pupils move around the site sensibly and play happily with each other at breaks and lunchtimes. There is a real sense of excitement and enjoyment as pupils interact with each other and use the many facilities available to them.
- Pupils think that behaviour in lessons is generally good. However, a small number can describe instances where some pupils do not always concentrate on their learning. There have been no exclusions for many years and incidents of poor behaviour are now rare. Staff and almost all parents agree.
- Attendance is well above the national average. Punctuality to school is excellent.

Safety

- The school's work to keep pupils safe and secure is good. Pupils express real confidence in the adults who look after them.
- The school's safeguarding procedures are understood by staff. Annual training ensures that all adults are familiar with the most recent initiatives. Checks on the suitability of adults to work with children are secure and well maintained.
- Pupils have a good understanding of the different types of bullying and the effect this may have on others. They say that there is very little bullying and most are confident that teachers will successfully resolve any disagreements between pupils.
- Pupils understand the dangers in a range of situations in and out of school. They are clear about the risks associated with using the internet and know how to ensure that they remain safe.
- All the respondents to the Parent View questionnaire agreed that their children feel safe in the school. Two thirds of parents strongly agree.

The quality of teaching is good

- The quality of teaching across the school is consistently good. Teachers plan lessons that interest and engage their classes. As a result, pupils make good progress in their subjects and achieve well.
- Expectations of what pupils can achieve are high. Relationships between teachers and pupils are positive. These contribute significantly to the good learning attitudes of pupils. Pupils are often given the chance to work with others to help develop ideas and consolidate new knowledge.
- Teachers are enthusiastic and knowledgeable about the subjects they teach. They use this good subject knowledge to support and promote good learning. Lessons build on and develop pupils' existing skills.
- Very competent teaching assistants make a good contribution across the school. Quality planning and effective team work between teachers and teaching assistants ensure that pupils are ably guided, supported in their learning and make good progress.
- All adults use questioning well to make pupils think hard about what they have learned and to develop a deeper understanding of their work. Pupils are frequently encouraged to question their ideas and explore their answers with each other. Such approaches contribute to the good progress pupils make in lessons.
- Pupils' work is marked accurately and frequently, especially in English and mathematics. Good work is praised and rewarded. Teachers identify the next steps to pupils so they can make their work even better. Pupils routinely respond to these comments and their improvements are checked.
- Teachers set and mark homework as a matter of routine. Outcomes are used to accelerate learning.
- The teaching of phonics (the sound letters make) is a strong feature of the early years in the school. The

youngest pupils use their knowledge of phonics to help them overcome words not seen before. The school has identified the need to improve achievement in reading elsewhere in the school. It is currently developing its approach to reading for older pupils to build on this good platform. Early indications are that reading is improving but it is too early to see the full impact of this work.

- Teachers plan a range of visits and visitors that stimulate and engage the pupils' interests and greatly enhance their learning. Year 5 pupils, for example, gained a much greater understanding of the English Civil War from their experiences during the visit to Sulgrave Manor.

The achievement of pupils **is good**

- At the end of Year 2 and Year 6 attainment is consistently well above average in reading, writing and mathematics. All groups of pupils make good progress from their starting points and are well prepared for the next stage in their education.
- Achievement is good because the proportion of pupils attaining the expected level in reading, writing and mathematics is above the national average by the end of Year 6. The proportions achieving the higher levels are also above average, most notably in mathematics and writing.
- Observations of pupils at work, the quality of work in books and a review of the school's information on achievement indicate that good progress is being made by pupils currently at the school. Inspection evidence confirms that most pupils are working at or above the levels expected for their age.
- In the most recent screening checks for phonics, the proportion of pupils reaching the expected standard was above the national average. This is because the teaching of phonics is good.
- The school actively encourages pupils to develop as individuals and express their views honestly. It nurtures positive attitudes to learning through debate and discussion. As a result pupils make good progress in their speaking, listening and writing skills.
- Reading for enjoyment is promoted throughout the school. Pupils can confidently describe the books they like and recommend to read. Pupils increasingly achieve well in reading. Initiatives introduced this term are further accelerating improvements to ensure achievements in reading match more closely those in writing and mathematics.
- The most-able pupils achieve well, particularly in writing and mathematics. All the pupils achieving the higher levels in Year 2 go on to secure similarly above expected levels in Year 6 with some achieving exceptionally well to reach levels expected for 14 year olds.
- There are very few disadvantaged pupils in each year group. The gap between their performance and that of other pupils within the school and nationally is closing. In 2014, they were about one term behind in their writing and mathematics, but almost one full year behind their classmates in reading. Disadvantaged pupils made the same progress as other pupils nationally in mathematics, reading and writing. Currently, disadvantaged pupils are now making similar good progress as their peers in school.
- The small number of disabled pupils and those with special educational needs make good progress. This is because they receive high quality, focused support. This enables them to improve their skills in reading, writing and mathematics and make good gains in their learning while in the school.

The early years provision **is good**

- Children achieve well in the early years. They start with skills and experience typically seen for their age. Children are well prepared for the move and settle quickly. The proportion reaching expected standards at the end of the Reception year in 2014 was above the national average. Children are well prepared to start Year 1.
- Positive relationships are made with parents. They are kept fully informed and involved in their children's learning. This helps parents support their children's development more effectively.
- Children have good relationships with adults. They are safe and enjoy their time at the school. This is clearly seen in the confident and positive way they meet, greet and interact with visitors to the site.
- Teaching is consistently good. Children are provided with stimulating and exciting learning opportunities in and out of the classroom. They are regular visitors to the 'forest school' in the school grounds. As a result most children make good progress in all seven areas of learning.
- Leadership and management of the Early Years Foundation Stage are good. Progress is checked closely and staff notes record what level each child is working at. However, the reporting of this to governors is sometimes unclear and hinders tracking. Leaders encourage good learning and the development of good social skills. As a result children make good progress in their reading, writing and speaking skills, personal and physical development and all other areas of learning.

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	123145
Local authority	Oxfordshire
Inspection number	449089

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	198
Appropriate authority	The governing body
Chair	Becky Jones
Headteacher	Clive Evans
Date of previous school inspection	13–14 November 2012
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