

Shenington Church of England Primary School

Inspection report

Unique Reference Number	123273
Local Authority	Oxfordshire
Inspection number	359408
Inspection dates	2–3 March 2011
Reporting inspector	Keith Sadler

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	103
Appropriate authority	The governing body
Chair	Heather Wright
Headteacher	Sarah Reynolds
Date of previous school inspection	1 May 2008
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Introduction

This inspection was carried out by two additional inspectors. Inspectors observed 12 lessons led by eight different teachers. The inspectors held meetings with members of the governing body, staff, parents and carers, and groups of pupils. The school's work and a wide range of documentation were reviewed. This included the school's analysis of pupils' progress, teachers' lesson plans, the school improvement plan, leaders' monitoring records and pupils' work. Questionnaires from staff and from 72 parents and carers were analysed and their responses taken into account.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The strength of the progress of Year 6 pupils and whether they are on track to attain their targets.
- How well teachers ensure that work is matched to meet pupils' abilities.
- The extent to which the school has adapted the curriculum to meet the needs of Shenington pupils.
- Whether subject leadership has improved since the previous inspection.

Information about the school

Shenington is an oversubscribed small village primary school. It serves the villages of Shenington and Alkerton, although a majority of pupils come from local villages or the nearby town of Banbury. Almost all the pupils are of White British heritage. The number of pupils identified as having special educational needs and/or disabilities is below the national average. Very few pupils are known to be eligible for free school meals. The number of pupils that join or leave the school at times other than the usual is much higher than the national average. An example of this is that only half of Year 6 pupils have been in the school since the Reception Year, with others having joined the school since the Reception Year. The school has gained a number of awards including Healthy School status and the Sports Activemark.

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

Shenington is a good school in which the headteacher has built successfully on the strengths found at the time of the previous inspection. Her excellent leadership qualities, supported by an effective team of staff and governing body, focus well on improving pupils' personal and academic development. Pupils enjoy school and learning thoroughly and they achieve well. All age groups make good progress so that, by the time they leave school, attainment is above average.

The quality of teaching is good and this is the key to pupils' good progress. In particular, teachers make lessons interesting and exciting by providing many opportunities for the pupils to work in pairs and small groups. Teachers, routinely, prepare different tasks for different pupils although, occasionally, they are not matched as precisely to pupils' needs as they could be, so that a few pupils get work that is too hard or too easy for them. Relationships are positive so pupils are keen to learn and they behave well. Most lessons are conducted at a brisk pace because teachers use a variety of approaches to involve pupils fully in their learning. Although there are no major weaknesses in teaching and some teaching is outstanding, sometimes there are inconsistencies in lessons so that progress is then satisfactory rather than good. This is because either work is not matched sufficiently well or because teachers spend too long introducing work. The curriculum is of good quality and has many strengths, not least in the wide range of extra-curricular activities that is now available and enjoyed by pupils. In addition, the curriculum for literacy and numeracy is particularly strong and has been revised since the previous inspection. However, there is a weakness in that provision for information and communication technology (ICT) has been hampered by a lack of resources. Although this is being overcome by the recent purchase of a number of netbook machines, the curriculum for ICT is not sufficiently well integrated into other subjects.

The school is a happy and harmonious community because of the outstanding provision for pupils' care, guidance and support. All pupils are known well by the adults who ensure that they are safe and looked after particularly well. Parents and carers are overwhelmingly supportive of the school. They are unanimous in saying that their children are kept safe, enjoy school and many made positive comments about how pleased they are to have chosen the school for their children. Pupils' personal development is good and they have excellent relationships with each other and with staff. This was evident during the inspection when all the older pupils read to their younger 'buddies' as part of 'World Book Week'. Younger children relished the opportunity to sit cuddling their teddies and listening to the stories being read to

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them expertly! The excellent links that the school has with parents and carers contribute significantly to pupils' enjoyment of school and to their progress. Considerable efforts by the school to ensure that all pupils are included mean that those who have special educational needs and/or disabilities enjoy school equally as well as their classmates and their progress is good.

There are good procedures in place for monitoring and evaluating the school's effectiveness through the careful tracking of pupils' progress and a variety of systems to monitor provision. These are accurate and well founded and lead to a good-quality development plan, which is a good tool to secure further improvement. The improvements made in pupils' achievement and the teamwork and common ambition of the staff and governing body show the school has a good capacity to build on its successes in the future.

What does the school need to do to improve further?

- Improve the quality of teaching and learning from good to outstanding by:
 - maintaining a good pace in all lessons by ensuring that pupils do not have to listen to long introductions
 - ensuring that the challenge in tasks set consistently matches the learning needs of all groups of pupils
 - ensuring that planning for ICT capability is integrated into projects and themes.

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

Pupils achieve well from their average starting points. Boys and girls do equally well and all make good progress in each year group. Current Year 6 pupils make equally good progress and are on course to achieve their challenging targets. Pupils collaborate particularly well with each other and frequent opportunities to discuss what they are doing give them a firm basis for their reading and writing. This was evident in an outstanding Years 5/6 literacy lesson when pupils were learning about inference in poetry. High-quality discussions led from the teacher's excellent choice of the poem, 'What happened to Lulu?', in which pupils worked closely together to deduce why Lulu may have disappeared. Here, pupils' thoughtful and sensitive responses enabled them to learn exceptionally well together. The school's priority to strengthen progress in mathematics is well founded because, in the past, attainment in mathematics has not been as strong as in English or science. The previous over-reliance on text books meant that pupils' skills in applying their understanding were not as strong as their mathematical knowledge. This is not now the case and, because good opportunities are provided for practical mathematics, including investigating real-life problems, these skills have been developed well.

Pupils have positive attitudes to school and learning and they say they feel safe in school. Their good understanding of what constitutes a healthy lifestyle is reflected in the school gaining the Healthy School award. Pupils are keen to exercise and older

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pupils enjoy the morning run around the playground thoroughly, followed by pupil-led aerobic sessions in the classroom. In addition, pupils enjoy the wide range of physical education activities provided which is reflected in the gaining of the Sports Activemark. Pupils contribute well to the community and they enjoy taking on responsibility, such as staffing the school office at lunchtime and being 'buddies' to younger pupils.

These are the grades for pupils' outcomes

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	2
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?

Good teaching is at the heart of the good progress made. Teachers manage the pupils well and this is based on clear expectations and positive relationships. Assessments are accurate and used well for planning work that meets individuals' needs. Generally, teachers provide a good range of activities to meet the differing needs within the mixed-age classes. In a good literacy lesson in Years 1 and 2, for example, the teacher provided interesting tasks for both year groups when they were reviewing the key features of books and when considering why the author writes the type of books that he does. More-able Year 2 pupils noticed that there was a hero in most books and these pupils had a good discussion also about the role of animals in the texts. In a few lessons, teachers talk for too long and pupils spend too long sitting without being actively involved.

Teachers make good links between subjects. However, ICT work is not sufficiently embedded in topic work because resources have been limited. Topics and themes are chosen well to interest the pupils and learning has been adapted well to meet the

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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needs of Shenington pupils. Topics are supported by a good range of educational visits that help to enliven the curriculum. Pupils benefit from high-quality specialist teaching of music and this was evident in an outstanding lesson for the school orchestra and the joyful and tuneful singing in hymn practice.

The excellence of the pastoral care for pupils is a strength that underpins their learning as well as their enjoyment of school. There are good systems in place to identify quickly any pupils who are in danger of slipping behind. Appropriate individual learning plans are prepared for these pupils. Pupils’ care and support are enabled through excellent links with parents and carers. In addition, other educational partners, such as specialist support, including play and speech and language therapy, enable the school to meet pupils’ differing needs. The many pupils that join the school during the school year are supported well. They say that they settle quickly because ‘everyone is kind to me’. As one parent/carer commented, ‘We moved part way through this school year and our daughter moved with some reluctance from her previous school. But on the first day she came home thrilled and declared she felt she’d “been there forever” and she has not looked back.’

These are the grades for the quality of provision

The quality of teaching	2
Taking into account:	
The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Staff, the governing body, parents, carers and pupils express their confidence in the headteacher. Her excellent leadership and management quality is underpinned by a deep commitment to school improvement, ensuring that the school moves forward well. Subject leaders play an important role in the well-established self-evaluation procedures. They are involved in checking planning and assessments and reviewing pupils’ work. Even though the governing body contains a number of new members, Its commitment to the school and its improvement is evident in its assiduous support, regular contact and close monitoring of learning and progress. This enables it to be in a strong position to provide strategic direction for the school and to hold senior staff to account for its performance. It ensures that safeguarding arrangements meet regulatory requirements. All necessary procedures are in place and the school acts quickly and effectively to deal with any issues that arise. The excellent partnership enjoyed with parents and carers includes a wide range of parents and carers and volunteers who support their children’s learning on a regular basis. Parents and carers are particularly pleased with the up-to-date information that is provided about their children’s work.

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The school provides a cohesive community in which teamwork among staff, the governing body and parents and carers is strong. Staff morale is high and all share a commitment to improvement. Discrimination of any kind is not tolerated and staff ensure that all are included in the school’s provision. There are strong and secure links with the local community and pupils have many opportunities to meet and mix with other pupils, both through the strong sports partnership and the local cluster of schools. The school recognises that, although there are some links with other countries, notably through supporting a child in Sierra Leone and through the strong curriculum focus on different communities, further links could be established to broaden pupils’ horizons. Nonetheless, the school’s contribution to community cohesion is good.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The many strengths in the main school are reflected in the Reception class. These include the children’s positive attitudes, good behaviour, enthusiasm for learning and the good provision that they receive. The provision is led and managed well, staff relationships are strong and good teamwork means that all children are fully included in the good-quality provision. Activities are varied and interesting and are adapted well to meet the children’s needs. However, even though the planning is of good quality, it is sometimes planned by National Curriculum subjects and is not always referenced fully to the requirements of the Early Years Foundation Stage curriculum. Children are settled, happy and secure because their welfare is placed at the heart of the provision. There is a good balance, both indoors and outdoors, of activities that are directed by adults and those that the children choose for themselves. Children make particularly good progress in their personal and social skills because there are many opportunities for them to learn and play together. Assessments are thorough,

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though the recording of them is rather cumbersome. Nonetheless, the tracking of progress is secure and 'Learning Journals' are used well to build a picture of each child's progress.

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

A higher-than-usual proportion of parents and carers completed the questionnaire. In addition, almost half of the respondents wrote written comments to compliment the overwhelming support demonstrated in their responses. Parents and carers are unanimous in their support of the school in a majority of questions raised. In particular, there were positive comments about the passion and dedication of the headteacher with 16 parents and carers making highly positive comments about her leadership. These are summed up by the parent who wrote 'Sarah Reynolds, in our view, is an excellent headteacher. She works extremely hard to ensure that the children receive a good all-round education as well as impressing upon them the importance of good manners and caring for others. As a parent, I feel very supported by her and find her and the staff to be extremely able and efficient in all matters.'

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Shenington Church of England 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 72 completed questionnaires by the end of the on-site inspection. In total, there are 103 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	74	19	26	0	0	0	0
The school keeps my child safe	62	86	10	14	0	0	0	0
The school informs me about my child’s progress	46	64	25	35	1	1	0	0
My child is making enough progress at this school	43	60	27	38	1	1	0	0
The teaching is good at this school	49	68	22	31	0	0	0	0
The school helps me to support my child’s learning	45	63	23	32	2	3	0	0
The school helps my child to have a healthy lifestyle	45	63	26	36	0	0	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)	38	53	26	36	0	0	0	0
The school meets my child’s particular needs	44	61	24	33	2	3	0	0
The school deals effectively with unacceptable behaviour	44	61	26	36	1	1	0	0
The school takes account of my suggestions and concerns	53	74	16	22	0	0	0	0
The school is led and managed effectively	58	81	14	19	0	0	0	0
Overall, I am happy with my child’s experience at this school	55	76	17	24	0	0	0	0

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 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



5 March 2011

Dear Pupils

**Inspection of Shenington Church of England Primary School, Banbury
OX15 6NF**

Thank you for making us so welcome when we came to inspect your school. This letter is to tell you what we found. Yours is a good school. The teachers work hard to make lessons interesting and they plan lots of exciting activities for you to do. This helps you to make good progress in your learning. We were particularly impressed with how much the older pupils enjoyed reading to their younger 'buddies'. We enjoyed your beautiful singing during hymn practice and listening to the orchestra playing their 12 bar blues!

You told me that your school is a happy place and that the adults look after you well. I agree with you because the school cares for and supports you outstandingly well. I was impressed by how well you get on together. Your behaviour is good, and you have a good understanding about being healthy. You feel very safe in school. All the adults work well together to make sure that you make good progress in your learning in all four classes. The school has developed excellent links with your parents and carers.

Even in a good school like yours there are things to improve. I have asked your headteacher and governing body to make sure that all your lessons are as good as the best ones. To do this, I have asked that teachers always make sure that you do not have to sit and listen to long introductions, that the work set is just hard enough for all of you and, finally, to make sure that you make good use of your new computers in most lessons. I really enjoyed visiting your school. Thank you for taking time to talk to me. I hope that you continue to enjoy school.

Yours sincerely

Keith Sadler
Lead inspector

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