

Botley School

Inspection report

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|--------------------------------|---------------------|
| Unique Reference Number | 123067 |
| Local Authority | Oxfordshire |
| Inspection number | 380586 |
| Inspection dates | 16–17 November 2011 |
| Reporting inspector | Paul Edwards |

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

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|--|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 308 |
| Appropriate authority | The governing body |
| Chair | Annette Ahern |
| Headteacher | Alison Marsh |
| Date of previous school inspection | 25–26 June 2009 |
| School address | Elms Road Botley Oxford OX2 9J2 |
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|---------------------------|---------------------|
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Introduction

This inspection was carried out by three additional inspectors. They visited 15 lessons, observing nine teachers. Meetings were held with the headteacher, teaching staff, a member of the governing body and groups of pupils. Inspectors observed the school's work, including the governing body minutes, the systems for assessing and monitoring pupils' progress, safeguarding procedures, pupils' work, and teachers' planning and marking. Inspectors took account of questionnaires completed by 111 parents and carers, 102 pupils and 16 staff.

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

- The progress made by girls in mathematics throughout the school.
- Whether the more-able pupils make sufficient progress in mathematics.
- The quality of teaching at Key Stage 2, to determine whether it is good enough to ensure all pupils make sufficient progress.

Information about the school

Botley is a larger-than-average primary school. The majority of pupils are from White British backgrounds and the rest are from a wide range of other ethnic backgrounds. A small minority speaks English as an additional language. The proportion of pupils known to be eligible for free school meals is below the national average. The proportion of pupils with special educational needs and/or disabilities is broadly average. Most of those pupils have moderate learning difficulties.

The Botley Primary School merged with Elms Road Nursery School in September 2011, the headteacher taking over responsibility for the new Botley School and the children's centre which is also on site. The children's centre was subject to a separate inspection. The Early Years Foundation Stage caters for children in nursery and Reception classes. Children arrive in the Reception class from a number of different nurseries and pre-school groups. Before- and after-school clubs have been taken under the management of the school since the previous inspection.

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

Botley is a good school and has improved well since its previous inspection. Staff provide good care, guidance and support for the pupils. Parents and carers are very appreciative of the way their children are looked after and all of those responding to the inspection questionnaire felt their children are kept safe and happy at school. The views of one parent are typical when commenting, 'My child is very happy in this school – it is a lively, happy place. Miss Marsh is an excellent headteacher – proactive, committed and approachable. There are children from lots of different countries and I feel this school is very inclusive and tolerant – one of its strongest points.'

Pupils feel safe and their consistently good behaviour contributes well to the very happy learning environment. Their improving attendance is an indicator of their enjoyment of learning. The leadership team is working hard to improve the attendance of the very small number of pupils whose families take extended holidays abroad. Pupils talk enthusiastically about the many opportunities to contribute to the school and wider community, for example through singing at the Royal Albert Hall, and about the many clubs and enrichment activities that enhance the curriculum. The leadership team has been rigorous in identifying the gaps in progress between different groups of pupils and strategies have been put in place to accelerate the progress of boys in writing and all pupils in mathematics, and to provide support for those pupils who speak English as an additional language. The strategies have been effective. Consequently, pupils, including those with special educational needs and/or disabilities, make good progress. Following the good progress made in the Early Years Foundation Stage, pupils achieve well, so that attainment is broadly average by the end of Year 6. The school has, rightly, recognised that a small number of average-attaining pupils do not progress as well as they should in writing because activities are not always sufficiently challenging.

Teachers provide lessons that are interesting and which help to promote pupils' enthusiasm for learning. They make particularly good use of technology to enthuse pupils. Teachers plan lessons that are generally challenging for all groups of pupils and their high expectations have resulted in improvements to progress made by more-able pupils, including in mathematics. Pupils' work is marked regularly and systematically and there is a good identification of what the pupils need to do next to improve.

Senior leaders have a clear picture of how well the school is performing in almost all

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key areas and have been very effective in involving staff in planning further improvements. The improvement of tracking procedures is providing all staff with an accurate picture of pupils' progress, enabling effective interventions to be employed. Senior leaders have managed the merger with the nursery school well, although rightly they recognise the need to provide those who have just taken on responsibility for leading the Early Years Foundation Stage with training and guidance to help them develop their skills. Senior leaders are very aware of their local community and have produced a clear community cohesion plan. However, they have not yet undertaken an evaluation of the plan. The headteacher and senior leaders have undertaken rigorous monitoring of teaching and this has resulted in considerable improvements since the previous inspection. The rigour, together with improvement in the rate of pupils' progress, demonstrates the school's good capacity for sustained improvement.

What does the school need to do to improve further?

- Improve the writing of the average-attaining pupils by ensuring activities for them are always sufficiently challenging.
- Provide opportunities and training for those in charge of the Early Years Foundation Stage to develop their leadership skills and their ability to interrogate data to check on children's progress.
- Evaluate the school's planning for community cohesion thoroughly, to determine its impact on pupils' awareness of people from different backgrounds.

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

School information shows that, over the past two years, children enter the school with skills levels and abilities that are a little below those seen nationally. However, they vary from year to year. Pupils make good progress in English and in mathematics. Improvements in the quality of teaching and consequently in progress across the school are resulting in a rising trend of attainment in both English and mathematics. Pupils in the current Year 5 are on track to attain above the level expected for their age by the end of Year 6. There is no significant difference in the progress made by different groups, including boys and girls. Pupils at an early stage of learning English as an additional language make good progress as a result of well-targeted and effective support. Those pupils who enter the school at times other than the usual starting time make good progress as a result of timely and effective support.

Pupils' speaking skills develop very well, aided by teachers' effective questioning, which gives pupils the opportunity to respond at length. The introduction of a weekly extended writing session has aided the pupils' skills in this aspect. For example, pupils in Year 5 demonstrated a good understanding of the differences when writing long or short stories. Mathematical skills progress well, as demonstrated in a good Year 6 lesson, when pupils used their improving skills in calculating percentages to solve a wide range of problems. Pupils' musical and artistic skills progress well, the

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result of a strong focus on these aspects of the curriculum. The regular teaching of French to pupils in Key Stage 2 helps them to develop good skills in this subject.

Pupils enjoy all aspects of school, know whom to approach should they have difficulties and talk enthusiastically about the exciting activities and clubs. They were particularly enthusiastic about the work they had undertaken on 'Fair Trade', learning about the ethics of chocolate and tea production and then participating in Japanese and Turkish tea ceremonies, delivered by parents and carers. Pupils are keen to take responsibility; they are enthusiastic members of the school council and trained mediators play an influential role in ensuring disputes at break-times are resolved fairly. Pupils contribute to the well-being of others by looking after younger children. They develop a good awareness of different religions and cultures through celebrations during 'International Week' and good links with schools in the United Kingdom and abroad. Pupils' improving attendance and secure basic skills, plus their ability to work effectively with one another, provide them with a good foundation for the next stage of education.

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 | 3 |
| 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 | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

Teaching is mainly good at both key stages, with some evidence across the pupils' age range of outstanding practice. Teachers have a very good rapport with pupils and they work hard to enthuse and inspire them. They know the pupils well and are particularly good at ensuring the more-able pupils and those with special educational needs and/or disabilities are provided with work that is challenging; as a result, these

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 progress well. Occasionally, some average-attaining pupils progress less quickly because the work is not sufficiently challenging for them. In the best lessons, teachers move learning on rapidly. For example, in an excellent Year 5 mathematics lesson, pupils of all abilities progressed exceptionally well in their understanding of Venn diagrams because the teacher’s questioning was ‘fast and furious’ and targeted well, so that all pupils contributed to the lesson. Teaching assistants support pupils well, particularly learners who find concentrating and learning difficult. Interactive whiteboards are used well to stimulate pupils’ enthusiasm and computers are used effectively to enhance learning in other subjects.

The curriculum has been revitalised through the recent introduction of more cross-curricular activities. For example, a topic on ‘The Park’ is developing pupils’ geographical and writing skills, enhancing their use of technology and improving their environmental awareness. The introduction of the Forest School for all pupils provides further opportunities for pupils to gain a good awareness of their environment and to improve their science skills. Pupils enjoy sport and physical activities and the wide range of clubs, together with the daily ‘wake up shake up’, contribute very effectively to their healthy lifestyles.

Transition arrangements, both into and out of the school, are good. Pupils are known well to the staff and provided with good support and guidance, particularly those whose circumstances might make them vulnerable. Financial support is made available for pupils who would not otherwise be able to take part in some curricular activities. Intervention strategies ensure that pupils who are at risk of falling behind, or who are finding work difficult, are provided with additional support, enabling them to progress in line with their peers. The school is rigorous in monitoring attendance and is working hard to discourage families from taking extended holidays during term time. Breakfast and after-school clubs, managed by the governing body, are well organised and provide pupils with a good range of activities and ensure they are looked after very well.

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 | 2 |

How effective are leadership and management?

There have been significant improvements since the previous inspection. Of particular importance has been the restructuring of the leadership team, ensuring clear lines of responsibility and an effective focus on raising standards. There is a determination among all staff to drive improvement and they all aspire to provide the

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best for their pupils. As a result of regular monitoring of lessons, the quality of teaching is rising and pupils’ attainment and their progress in the core areas of English and mathematics has improved well. The monitoring and tracking of pupils’ progress has improved and the data are used very effectively by senior leaders to ensure a focus on the progress of different groups of pupils. For example, all teachers are currently monitoring the progress of pupils in their class known to be eligible for free school meals. The governing body’s effectiveness is good. It is effective in holding the school to account and challenging it to improve. It ensures that safeguarding arrangements are good, with effective systems for recording concerns. All staff receive good training and they keep policies and procedures under constant review. The governing body has recently introduced changes to make monitoring more cohesive, which includes aligning governors to particular areas of the school.

The school keeps a careful check on how groups of pupils are performing and ensures that there is good equality of opportunity, with no evidence of discrimination. Boys’ performance in writing improved as a result of more regular opportunities for them to write at length on topics that interest them. The monitoring of pupils who attend after-school clubs enables the school to put in place activities that interest more pupils. The school is a cohesive community and there is a range of activities in place to develop further pupils’ knowledge of people from different backgrounds. However, the leadership team has not yet undertaken a formal evaluation of its planning. The good range of partnerships in place enhances the curriculum well, for example in musical, artistic and physical education.

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 | 2 |
| 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 | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

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Early Years Foundation Stage

Children join the Nursery and Reception classes with a wide range of skills and abilities, generally below the levels expected for their age. They make good progress because they enjoy the wide range of interesting and exciting activities across all areas of learning, both indoors and outdoors. The staff ensure the extensive outside areas are used well, for example using the 'mini stage' area to develop children's physical skills. Interactive whiteboards are used by the children to develop their language and mathematical skills and there are numerous activities that develop their creative and imaginative skills. Role-play corners are used well to help children develop their personal skills through cooperative play activities.

Teaching is consistently good and enables children to learn quickly. The children concentrate well and happily take turns. There is an excellent balance of activities led by adults and others chosen by the children themselves. The recent merger has enabled a good range of joint activities between the Nursery and Reception classes. The staff assess children's work carefully, building up a useful learning profile. The two members of staff with responsibility for leading the Early Years Foundation Stage are knowledgeable and enthusiastic. However, they have not had the experience of leadership and the senior leadership team is, rightly, exploring how this can be rectified. The leadership team of the Early Years Foundation Stage has embarked upon a programme of 'modelling' the teaching of phonics (the sounds words make) so that nursery nurses and support staff can, rightly, have more influence in this aspect of children's learning.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 3 |
| 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 | 3 |

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Views of parents and carers

The number of questionnaires returned by parents and carers was above the average seen nationally. All those responding to the questionnaire felt their children were safe at school and were helped to follow a healthy lifestyle. Almost all expressed their satisfaction with the educational experiences of their children and were very happy with the leadership of the school. A few expressed concerns regarding how behaviour was dealt with at school. Inspectors found that behaviour was good overall and that, on the rare occasions where pupils misbehaved, the school's strategies for dealing with them were implemented effectively.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Botley 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 111 completed questionnaires by the end of the on-site inspection. In total, there are 308 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 79 | 71 | 30 | 27 | 2 | 2 | 0 | 0 |
| The school keeps my child safe | 82 | 74 | 28 | 25 | 0 | 0 | 0 | 0 |
| The school informs me about my child’s progress | 56 | 50 | 46 | 41 | 6 | 5 | 1 | 1 |
| My child is making enough progress at this school | 60 | 54 | 38 | 34 | 4 | 4 | 3 | 3 |
| The teaching is good at this school | 62 | 56 | 37 | 33 | 5 | 5 | 0 | 0 |
| The school helps me to support my child’s learning | 63 | 57 | 37 | 33 | 7 | 6 | 2 | 2 |
| The school helps my child to have a healthy lifestyle | 60 | 54 | 48 | 43 | 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) | 49 | 44 | 46 | 41 | 3 | 3 | 2 | 2 |
| The school meets my child’s particular needs | 54 | 49 | 46 | 41 | 7 | 6 | 2 | 2 |
| The school deals effectively with unacceptable behaviour | 57 | 51 | 36 | 32 | 6 | 5 | 4 | 4 |
| The school takes account of my suggestions and concerns | 57 | 51 | 41 | 37 | 4 | 4 | 3 | 3 |
| The school is led and managed effectively | 79 | 71 | 25 | 23 | 2 | 2 | 0 | 0 |
| Overall, I am happy with my child’s experience at this school | 71 | 64 | 36 | 32 | 2 | 2 | 1 | 1 |

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 | 43 | 47 | 10 | 0 |
| Primary schools | 6 | 46 | 42 | 6 |
| Secondary schools | 14 | 36 | 41 | 9 |
| Sixth forms | 15 | 42 | 41 | 3 |
| Special schools | 30 | 48 | 19 | 3 |
| Pupil referral units | 14 | 50 | 31 | 5 |
| All schools | 10 | 44 | 39 | 6 |

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 2010 to 08 April 2011 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 2010/11 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.



18 November 2011

Dear Pupils

Inspection of Botley Primary School, Oxford OX2 9JZ

Thank you for sharing your views with us when we visited your school recently. We agree with you that Botley is a good school. Here are some of its strengths.

- Children in the Early Years Foundation Stage make good progress in their learning.
- You make good progress in your work from Year 1 onwards and your attainment is improving.
- You have a good understanding of how to keep safe and the school is effective at making sure you stay that way.
- The teaching is good and makes learning enjoyable for you.
- There are plenty of visits and clubs for you to enjoy.
- You behave well, are keen to take responsibility, and make a good contribution to the life of the school.
- The headteacher and senior staff lead the school well.

So that it improves, we have asked the headteacher and the governing body to:

- help the average-attaining pupils to do better in their writing
- help those in charge of the Early Years Foundation Stage to develop their skills in leading
- evaluate the school's planning to determine your understanding of people from different backgrounds.

You can help by telling your teachers how well you think you are learning and if you think the work given to you is too easy or too difficult.

Many thanks once again for your help and our best wishes for the future.

Yours sincerely

Paul Edwards
Lead inspector (on behalf of the inspection team)

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