

Clanfield Church of England Primary School

Inspection report

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| Unique Reference Number | 123105 |
| Local Authority | Oxfordshire |
| Inspection number | 380597 |
| Inspection dates | 24–25 November 2011 |
| Reporting inspector | Bogusia Matusiak-Varley |

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 | Voluntary controlled |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 94 |
| Appropriate authority | The governing body |
| Chair | Ben Wightman |
| Headteacher | Jane Lloyd |
| Date of previous school inspection | 21 May 2009 |
| School address | Main Street Bampton Oxfordshire OX18 2SP |
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Introduction

This inspection was carried out by two additional inspectors. Sixteen lessons were observed and four teachers were seen. Meetings were held with parents and carers, groups of pupils, members of the governing body and staff. Inspectors observed the school's work, and looked at the school development plan, the progress made by pupils, teachers' planning, safeguarding documentation and the headteacher's monitoring of teaching and learning. Inspectors analysed 10 questionnaires from staff, 51 from pupils and 31 completed by parents and carers.

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 more-capable pupils in mathematics, both in the Early Years Foundation Stage and in Years 1 and 2.
- Whether there are any significant differences between the progress of different groups of pupils across the school.
- How well the newly formed governing body fulfils its statutory duties.

Information about the school

This is a small rural school where almost all pupils are White British, with very few from minority ethnic backgrounds. The proportion of pupils known to be eligible for free school meals is broadly average. The proportion of pupils with special educational needs and/or disabilities is above average but no pupil has a statement of special educational needs. Pupils are taught in a single-aged Reception class and three mixed-age classes. The school operates an Early Bird Breakfast Club, managed by the governing body, which was included in the school's inspection. A pre-school on site, not under the governing body's management, was inspected several weeks prior to this inspection. The school has received the following awards: Enhanced Level 3 Healthy Schools, Fair Trade status, Green Flag Eco-Schools status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

The school provides a good quality of education for its pupils. Attainment is above average by the end of Year 6 and pupils make good progress in reading, writing and mathematics in Years 3 to 6. In Years 1 and 2, progress is good in reading and writing, but it is inconsistent in mathematics. At present, too few pupils are attaining the higher levels for their age in mathematics because of a lack of recorded work. This feature is also present in the Reception Year, where children make good gains in all areas of learning, but in problem solving, reasoning and numeracy, too few opportunities are provided for more-capable children to 'mark make' and record their learning in number. Pupils' progress is good in acquiring mathematical vocabulary and concepts, but their progress in forming number sentences and explaining their working out is only satisfactory. Consistently good progress occurs in English, mathematics, and information and communication technology in Years 3 to 6, where teaching is consistently good, with some outstanding teaching seen in the class of oldest pupils. Pupils' attainment in writing has improved since the last inspection and a significant number of pupils in Year 6 now write with flow and imagination, using a good range of adverbs, adjectives and complex sentences. As a result of the school's good analysis of data, targeted intervention and regular evaluation of subsequent outcomes, no pupil is left behind in learning. Pupils with special educational needs and/or disabilities make good progress because they receive individualised learning programmes and well-targeted support.

Parents and carers are overwhelmingly supportive of the school. 'The school is just like a family, our children make good progress and they are well looked after,' said one parent, speaking for many. Good teaching and learning are underpinned by a broad and balanced curriculum. Teachers plan interesting activities with plenty of opportunities for both reading and writing. In Years 3 and 4, pupils were fascinated to read about the sheer size of the Roman Empire and, in Year 6, pupils were eager to write in their role as journalists, using correct vocabulary for writing a report. Teachers have excellent knowledge of the pupils' sticking points and provide many opportunities to overcome them. However, pupils' knowledge of their targets is inconsistent.

Pupils enjoy school, have positive attitudes to learning and behave well in and around the school. Attendance is high. Pupils have a good awareness of what constitutes a healthy lifestyle. They know how to keep themselves safe and they are well prepared for their next stages of education. Pupils contribute to the school and local community by having lunch with senior citizens, preparing harvest festivals and

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taking on leadership roles around the school. Their spiritual, moral, social and cultural development is good. While they have good knowledge of life in different countries, brought about by good opportunities for learning about fair trade and global citizenship, their knowledge of customs and traditions of multicultural Britain is satisfactory.

Good leadership and management of both the headteacher and the governing body secure good progress. Staff are keen to do their best. Self-evaluation is accurate and the governing body is proactive in seeking cost-effective ways of ensuring good provision. The school development plan, while identifying all the correct areas for improvement, does not have stringent success criteria which would enable the governing body to have an even more thorough understanding of the school's progress. Based on improved standards in Year 6, pupils' good progress and good quality of teaching and learning, the school has good capacity to improve further.

What does the school need to do to improve further?

- Improve the progress of more-capable pupils in mathematics in the Reception class and Years 1 and 2 by:
 - providing more opportunities for pupils to form their numbers correctly
 - pupils recording number sentences, demonstrating how problems are worked out.
- Ensure all pupils know their targets.
- Provide more opportunities for pupils to learn about life in multicultural Britain.
- Ensure that the school development plan clearly defines success criteria that are linked to pupils' outcomes so that the governing body can monitor the cost effectiveness of spending decisions.

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

Children enter Reception with attainment that is broadly as expected for their age. They achieve well in all areas of learning but, in problem solving, reasoning and numeracy, more-capable children do not have sufficient opportunities to record their work in play activities. Throughout the school, achievement is good at the end of Reception and Year 6, especially in English. Pupils across the school are making good gains in developing a cursive script. Progress dips slightly in Years 1 and 2 in mathematics because more-capable pupils do not record their work enough. Over the past two years, by the end of Year 6, the school has secured pupils' above-average attainment in reading, writing and mathematics because of high-quality teaching and learning.

Pupils are successful learners who work well in lessons and complete work of a high standard. Not a moment is wasted in lessons because of the teachers' high expectations. 'Our teachers make us work hard but they also make learning fun,' said one pupil. Pupils with special educational needs and/or disabilities are identified very quickly and good-quality provision is closely tailored to their needs. Highly vigilant

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teaching assistants ensure that these pupils are included in all aspects of school life. Learning is broken down into manageable steps, and, as a result, pupils make good progress. Pupils really enjoy their learning. In an excellent religious education lesson in Year 2, they constantly asked their teacher to tell them more about the writing of the Torah. In Year 6, pupils came across the word 'agitate' in their reading and could not wait to use it in their writing.

Pupils have good social skills. They take turns to help one another and listen carefully to one another's suggestions. Pupils' personal development is as good as their achievement in lessons. In the playground and around the school, pupils look out for one another and play safely. They know who to ask for help if they should need it. They behave well and the high take-up of extra-curricular sports activities supports their healthy lifestyles. They know about healthy diets and have a good range of vocabulary to describe their feelings. They show respect in acts of collective worship; boys, in particular, are mesmerised by topics such as space and the Romans. There is no bullying, and staff are very vigilant in maintaining a watchful eye.

The school's values of honesty, respect and reliability contribute to pupils' good moral and social development. The emphasis on global citizenship enables pupils to have a keen sense of moral responsibility towards the issue of sustainability. They take on many responsibilities which contribute to preparing them for the world of work. Play leaders, Eco monitors, and school and classroom monitors execute their duties well. Pupils raise money for good causes through their Fair Trade Café and know the importance of institutions such as the church to community life.

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 | 1 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

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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How effective is the provision?

Good quality teaching and the effective use of assessment underpin pupils’ good learning. Teachers mark pupils’ work regularly and provide opportunities for undertaking corrections. However, not all pupils are secure in their knowledge of their targets and, as a result, sometimes pupils repeat mistakes. The good links with the Burford partnership of schools are already paying dividends, as seen by the improvements in handwriting. Good opportunities are provided for writing across a broad and balanced curriculum. Links between subjects are clearly established. For example, having read about the myth of Romulus and Remus in history, pupils in Years 3 and 4 were able to write the story in detail in their English lessons.

Good enrichment through visits and visitors brings learning alive. Pupils have good links with Sweden and they visit France. This contributes to their knowledge of cultural diversity. The breakfast club provides good opportunities for pupils both to socialise and to have a healthy start to the day. Pupils are well looked after, guided and supported by highly dedicated staff. Parents and carers send their children to school regularly and do not take holidays in term time, contributing to the high attendance. Regular meetings are held with parents and carers whose children have special educational needs and/or disabilities. As a result, parents and carers are very appreciative of the high level of care that these pupils receive.

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?

The school is led and managed well. Staff morale is high and teachers work effectively as a team. A clear educational direction has been set by the headteacher, who monitors teaching and learning well and ensures all staff receive continuous professional development of good quality. The school sets itself ambitious targets and regularly meets them.

The newly formed governing body has a good understanding of the school’s strengths and areas for development, and already all members have received training. The governors ensure that safeguarding procedures are securely embedded and a well-thought-out community cohesion action plan has recently been drawn up. The school works well with parents and carers, and they are pleased with their

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children’s progress. Good partnership with other small schools ensures that expertise and issues of sustainability are shared. The governing body is proactive in ensuring that all pupils have full access to the curriculum and receive their entitlement. Because of the good outcomes attained, such as improved standards in writing, the school provides good value for money.

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

Early Years Foundation Stage

Children make good progress from their starting points. The good quality curriculum, both indoors and outdoors, is centred around their interest levels and is well planned. Children are safe, happy and are making good gains in listening, linking letters and sounds, and early writing. Children work well with one another and sustain good levels of concentration when practising early writing skills. Forming their numbers correctly is less secure. Consistently good teaching ensures good progress. The role-play area, transformed into Clanfield Emergency Service Centre, very successfully promotes communication, early writing and children’s personal and social skills. Healthy snacks, such as raisins and strawberries, contribute to children’s awareness of healthy eating.

Children are well looked after and their progress is assessed regularly. Parents and carers are seen as true partners in learning and many help out by working with small groups. Children use computers and new technology, and they know how to stay safe, both indoors and outdoors. Leadership is good. The Early Years Foundation Stage coordinator has accurate knowledge of the provision and areas for development.

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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

Parents and carers are delighted with the small school ethos and say that their children are happy and make good progress. They are particularly appreciative of the fact that the headteacher and staff are always willing to see them in order to discuss any concerns. Parents' and carers' negative views were in the minority and related to the lack of a dining room and the lack of a male teacher. The inspection evidence shows that neither issue has a detrimental effect on pupils and their outcomes.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Clanfield 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 31 completed questionnaires by the end of the on-site inspection. In total, there are 94 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 23 | 74 | 7 | 23 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 25 | 81 | 6 | 19 | 0 | 0 | 0 | 0 |
| The school informs me about my child’s progress | 13 | 42 | 17 | 55 | 1 | 3 | 0 | 0 |
| My child is making enough progress at this school | 18 | 58 | 12 | 39 | 0 | 0 | 0 | 0 |
| The teaching is good at this school | 20 | 65 | 11 | 35 | 0 | 0 | 0 | 0 |
| The school helps me to support my child’s learning | 19 | 61 | 12 | 39 | 0 | 0 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 22 | 71 | 9 | 29 | 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) | 19 | 61 | 12 | 39 | 0 | 0 | 0 | 0 |
| The school meets my child’s particular needs | 16 | 52 | 15 | 48 | 0 | 0 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 19 | 61 | 9 | 29 | 1 | 3 | 1 | 3 |
| The school takes account of my suggestions and concerns | 17 | 55 | 12 | 39 | 1 | 3 | 0 | 0 |
| The school is led and managed effectively | 21 | 68 | 10 | 32 | 0 | 0 | 0 | 0 |
| Overall, I am happy with my child’s experience at this school | 23 | 74 | 7 | 23 | 1 | 3 | 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 | 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.



28 November 2011

Dear Pupils

Inspection of Clanfield Church of England Primary School, Bampton OX18 2SP

Thank you for making us feel so welcome and for sharing your views with us. We really enjoyed watching you work and play. Thank you for filling in your questionnaires. We agree with you that the school keeps you safe and that you learn well, and make good progress so that your attainment is above average by the time you leave. You enjoy coming to school and this is demonstrated by your high attendance. You work hard in lessons, behave well and are well prepared for secondary school, having attained above-average levels in English and mathematics. Those of you who find learning easy, in Reception and in Years 1 and 2, are not recording enough of the work that you do in mathematics. You could help by asking your teachers for more opportunities to undertake number sums and show your working out. The youngest of you could ask your teachers to help you form your numbers correctly.

You learn a lot about different countries in Europe but you could also now benefit from learning more about the lives of children in Britain who have settled from other countries. Perhaps you could ask your teachers to give you some more information on this topic.

You understand how to eat healthily, keep yourselves safe and work well in teams. You are kind and polite to one another and behave well. You take on lots of responsibilities around the school and you know about fair trade and global citizenship. Well done for renewing your Fair Trade and Eco-Schools certificates!

You are right - your teachers are good and they help you learn well but you all need to do your bit as well and learn what your targets are for improvement. This will help your learning. We have asked your headteacher to make a small change to the school development plan so that governors can have a better overview of what helps you in your learning.

Good luck with your Christmas production.

Yours sincerely

Bogusia Matusiak-Varley
Lead inspector

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