

# Launton Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	123103
<b>Local Authority</b>	Oxfordshire
<b>Inspection number</b>	380595
<b>Inspection dates</b>	10–11 October 2011
<b>Reporting inspector</b>	Mike Capper

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary Controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	139
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gareth Lucas-Howells
<b>Headteacher</b>	Lisa Moorhouse
<b>Date of previous school inspection</b>	2–3 July 2009
<b>School address</b>	Bicester Road Launton Bicester OX26 5DP
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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	10–11 October 2011
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## Introduction

This inspection was carried out by two additional inspectors. They observed 15 lessons taught by seven teachers. Meetings were held with members of the governing body, staff and groups of pupils. Inspectors also spoke to some parents and carers at the start of the school day. They observed the school's work and looked at school documentation, including teachers' planning, assessment information, safeguarding policies and samples of pupils' work. They also analysed 40 questionnaires from parents and carers, six from staff and 72 from pupils in Key Stage 2.

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

- The progress of boys in writing.
- The effectiveness of teaching at meeting differing needs, especially in mixed-age classes.
- Pupils' responsibility-taking and their cultural awareness.
- The impact of greater staff stability on pupils' learning and ensuring sustained school improvement.

## Information about the school

Most pupils come to this smaller than average-sized primary school from the local community. The proportion of pupils known to be eligible for free school meals is below average. Virtually all pupils are from White British families. The proportion of pupils identified as having special educational needs and/or disabilities is below average. Most of these pupils have moderate learning difficulties. In the past, there has been a high turnover of staff, but most teachers currently in the school have been there for at least a year. Children in the Early Years Foundation Stage are taught in a single-age Reception class. Although the school admits children when they are three-years-old, they do not join the Reception class until the spring term.

The school has several awards including Healthy School accreditation and 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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This satisfactory school is improving steadily under the clear guidance of the headteacher. Senior leaders are doing the right things to improve provision more quickly than previously and there is a renewed sense of vigour and purpose to school development now that there is a more settled teaching staff.

Pupils' achievement is satisfactory and their progress is improving, although it is still uneven. Pupils make good progress in the Early Years Foundation Stage and then build steadily on this in Years 1 to 6. Pupils' attainment by the end of Year 6 is broadly average, but it is set to rise in the future as improved progress begins to filter through to the top of the school.

Teaching is at least satisfactory and it is sometimes good. Teachers get on well with pupils and plan thoroughly for lessons. However, they do not always meet differing needs well enough, especially in afternoon sessions when there are more mixed-age classes. Boys do less well than girls in writing and their presentation and handwriting is sometimes untidy. Girls are keen to write, but many boys say that they enjoy mathematics more than English. Although writing is made purposeful in many lessons by linking subjects together, activities do not always motivate boys well enough.

There is good provision for pupils with special educational needs and/or disabilities. They make good progress over time, with many reaching nationally expected levels by the end of Year 6.

A rich and vibrant curriculum and good pastoral care contribute especially well to pupils' personal development. These are supported by the school's effective links with other agencies and with parents and carers. This means that pupils are happy at school and feel safe. As one said, 'There is always someone to help you if you need it.' Pupils develop good attitudes towards learning and they behave well nearly all of the time. On a few occasions, teachers do not ensure that boys are fully engaged in their work and when this happens, the pace of learning slows. Pupils keenly take on responsibility, making a good contribution to the community. They enjoy being school councillors or buddies.

Satisfactory systems for evaluating school effectiveness ensure that leaders are clear about what needs improving. The many recent initiatives are having a positive effect on pupils' learning. For example, new strategies for teaching spelling are already

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helping to improve skills. Monitoring by leaders is regular, but they know that it has not been successful in ensuring that teaching is consistently good. The school has gathered a wealth of data on pupils' progress. This is used rigorously to identify where to give extra support to pupils who are in danger of falling behind. However, a small number of assessments at the end of Reception are overly generous, making it difficult to track progress into Key Stage 1 for some pupils.

The school's satisfactory capacity to improve further is demonstrated in its recent success in improving pupils' progress, especially for pupils with special educational needs and /or disabilities, and in strengthening key areas of provision since the previous inspection.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

### **What does the school need to do to improve further?**

- Move satisfactory teaching to good by:
  - ensuring that work is consistently pitched at the right level for all pupils
  - ensuring that teachers do enough to engage boys in all lessons
  - rigorously monitoring teaching and learning and give teachers very clear feedback and guidance to help them improve pupils' learning.
  
- Close the gap between girls' and boys' attainment in writing by:
  - ensuring that writing activities are sufficiently motivating for boys
  - building on the current focus on improving spelling and handwriting to improve boys' skills further.
  
- Ensure that all assessments at the end of Reception are accurate so that progress in Key Stage 1 can be tracked more thoroughly.

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

**3**

When children start school in Reception, most are working at the expected levels for their age. From these starting points, pupils' achievement is satisfactory, and they are prepared soundly for the next stage of their education. Children make good progress in most lessons in Reception. In Years 1 to 6, pupils make the best progress in lessons where there is good challenge and opportunities to work independently, for example in a good numeracy lesson where pupils developed new skills quickly. This was because learning was purposeful and pupils were encouraged to think like mathematicians as they worked out how to use coordinates to draw reflected shapes. However, progress is not as rapid in all lessons. In a satisfactory literacy

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lesson, most pupils worked hard as they looked at poems, but a small group of boys were not well motivated, slowing the rate at which their writing improved. In the afternoon, some classes join together. At these times, work sometimes lacks challenge. For example, in an art lesson, pupils worked on the same task of cutting out shapes and making puppets. They enjoyed the activity, but expectations of what pupils could achieve were not high enough.

Pupils with special educational needs and/or disabilities make good progress across the school because they are supported well by teachers and assistants.

Pupils are a credit to the school. They behave sensibly and are polite and courteous. They happily join in prayer, showing good consideration for the needs of others. They grow healthy food in the school’s allotment and very enthusiastically take part in physical activity. The school’s good work in this area is reflected in its Healthy School accreditation and Activemark.

Regular work in art and music helps pupils to develop a good awareness of their own cultural background, but their understanding of the different cultures in the United Kingdom has rightly been identified by the school as an area for development.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	3
The quality of pupils’ learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	2
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Members of staff work successfully to provide good pastoral care for pupils. There are good links with agencies to get extra help for pupils when it is needed. Pupils

<sup>1</sup> 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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with special educational needs and/or disabilities are provided with good support. There is also good provision for pupils on the gifted and talented register. The school ensures that the move between classes goes smoothly, but occasional inaccuracies in assessments at the end of Reception mean that time is lost at the start of Year 1 while getting a clear picture of attainment for a small number of pupils.

Teachers make good use of resources, such as interactive whiteboards to introduce new skills. They assess learning carefully and, where teaching is good, they use this information to ensure that work is pitched at the right level for all pupils. Such good practice is not evident in all lessons, especially in the afternoons when there are more mixed-age classes, and this is the main reason why much of the teaching is no better than satisfactory. Teachers manage pupils’ behaviour well, but do not do enough to ensure that all pupils, especially boys in a few classes, are fully engaged in their learning. Teaching assistants have a good effect on learning, especially when working with pupils with special educational needs and/or disabilities. Good quality marking in English and mathematics gives pupils helpful feedback on how well they are doing and how to improve.

The curriculum is exciting and varied, and contributes very successfully to pupils’ personal development and enjoyment. Improvements in the curriculum since the previous inspection are a major factor in the better progress that pupils are now making. There are many opportunities for pupils to write in different subjects and this is helping to improve literacy skills, although some writing activities still do not motivate all boys well enough. Topics are used effectively to make learning purposeful and pupils like it when subjects are linked together. For example, they speak very positively about a recent project where they applied their literacy, numeracy and computing skills to making films. As one said, ‘It was great fun!’

A wide range of clubs and visits enrich learning well. Good partnerships with other schools have a positive effect on learning in areas such as physical education.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The calm and purposeful leadership of the headteacher and other senior leaders is having a positive impact on the work of the school. Together, they are identifying the right priorities for improvement, and their drive and ambition are satisfactorily embedded across the school now that there is a more settled staff. Leaders are

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rightly working on ensuring that progress is more even across the school. A good start has been made to this with recent initiatives such as a focus on improving spelling which is already having a positive effect on pupils’ learning. Leaders are now working proactively to iron out remaining inconsistencies in teaching so that more is good or better.

Despite difficulties in filling vacancies, the governing body provides sound support and challenge. It has recently restructured how it operates and this is helping to spread responsibility for monitoring the work of the school more equally.

The school promotes equality of opportunity satisfactorily. Leaders are rigorous in dealing with any discrimination and are making increasingly sharp use of data to check the progress of different groups. Pupils learn to respect different views, reflecting the school’s satisfactory contribution to community cohesion. Pupils gain a good understanding of life in other parts of the world through topics on ‘Africa’ or ‘My place in the world’, but their knowledge of cultural diversity within the United Kingdom is less well developed.

Pupils’ safety is given a high priority and this is reflected in every aspect of school life. Potential dangers during recent building work were managed effectively and leaders are diligent in ensuring that everyone is able to work in a safe environment.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children make good progress in Reception and, although there is some variation from year to year, their attainment is a little above average by the start of Year 1. Adults give children sensitive support, ensuring that they settle quickly when they



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start school. There is a happy atmosphere in lessons and children are very well cared for. The teacher and teaching assistant work together well and give children many opportunities to explore their own ideas when working indoors or outside. This means that children develop good independence. The teaching of letter sounds (phonics) is especially strong, and children make rapid progress in this area of the curriculum. There is a very structured approach to teaching letter sounds and children respond very well to this, enthusiastically echoing the teachers’ spelling and quickly improving both their skills. There is a good pace to learning most of the time, but there are occasions when the work does not meet all children’s needs well enough, especially when they are working in a large group at the start of a session. Children make the best progress when different areas of learning are linked together, for example when they listened for sounds, made fruit salads and wrote notes after hearing a story about a zookeeper.

Leaders have ensured that good provision has been maintained since the previous inspection. They have a good picture of where further improvements are needed and monitor children’s progress carefully. The school accepts that, for a small number of children, end-of-year assessments are not always accurate enough and has already begun to tackle this.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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**

The number of questionnaires returned by parents and carers was lower than average, but the vast majority of those who returned them, as well as those spoken to during the inspection, are very pleased with the work of the school. Positive comments included, ‘Teachers take their time to listen and explain if the need arises’ and ‘It is a very friendly, caring and nurturing school.’ Although some parents and carers feel that the school does not take enough account of their views, inspectors found during this inspection that the school does all that can reasonably be expected to keep parents and carers involved in decision making through newsletters and the website. A few parents feel that the school is not good at meeting their child’s particular needs. Inspectors found teaching to be satisfactory but there are occasions when differing needs are not met well enough.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Launton CE 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 40 completed questionnaires by the end of the on-site inspection. In total, there are 139 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	60	14	35	0	0	0	0
The school keeps my child safe	23	58	15	38	1	3	1	3
The school informs me about my child’s progress	18	45	19	48	2	5	0	0
My child is making enough progress at this school	15	38	20	50	2	5	0	0
The teaching is good at this school	17	43	21	53	2	5	0	0
The school helps me to support my child’s learning	17	43	18	45	2	5	1	3
The school helps my child to have a healthy lifestyle	17	43	20	50	3	8	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)	22	55	15	38	2	5	0	0
The school meets my child’s particular needs	17	43	17	43	6	15	0	0
The school deals effectively with unacceptable behaviour	14	35	20	50	3	8	3	8
The school takes account of my suggestions and concerns	15	38	21	53	0	0	4	10
The school is led and managed effectively	12	30	23	58	2	5	3	8
Overall, I am happy with my child’s experience at this school	21	53	15	38	2	5	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](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**

12 October 2011

Dear Pupils



**Inspection of Launton Church of England Primary School, Launton OX26  
SDP**

Thank you for being so welcoming and helpful when we visited your school. We found that your school is providing a satisfactory education. This means that we found some good things in the school but also some things that need improving.

**Here are some of the things we found out about your school.**

- You settle quickly in the Reception classes and make good progress.
- Satisfactory teaching means that you make satisfactory progress in Years 1 to 6.
- You behave well and know who to turn to if you have a worry.
- You are kept safe and we are pleased that you are so keen to be healthy.
- Adults in school are caring and give you suitable help when you have problems with your work.
- You do much in the local community and work together well in lessons.
- Leaders are doing the right things to move the school forward and are clear about what still needs improving.

**What we have asked your school to do now**

- Help you to do even better by ensuring that teachers provide the right level of challenge and make lessons interesting all the time, especially to help boys to improve their writing skills.
- Make sure that teachers have an accurate picture of how well you have done by the end of Reception.
- Make sure that leaders help and guide teachers so that all of the teaching is good or better.

We wish you all well for the future and are pleased that you enjoy school so much. All of you can help your teachers by trying to present your work neatly.

Yours sincerely

Mike Capper  
Lead inspector

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