

# Freeland Church of England Primary School

## Inspection report

---

<b>Unique Reference Number</b>	123138
<b>Local Authority</b>	Oxfordshire
<b>Inspection number</b>	380604
<b>Inspection dates</b>	10–11 October 2011
<b>Reporting inspector</b>	Alison Cartlidge

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	142
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Liz Silk
<b>Headteacher</b>	Helen Atkinson
<b>Date of previous school inspection</b>	9–10 July 2009
<b>School address</b>	Parklands Freeland Witney OX29 8HX
<b>Telephone number</b>	01993 881707
<b>Fax number</b>	01993 883159
<b>Email address</b>	Office.3208@freeland.oxon.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection date(s)</b>	10–11 October 2011
<b>Inspection number</b>	380604

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011



## Introduction

This inspection was carried out by two additional inspectors. The inspection team observed 11 lessons taught by six teachers. Meetings were held with members of the governing body, parents and carers, staff and pupils. The inspection team observed the school's work, and looked at pupils' books, information on pupils' progress, safeguarding policies and other documents. Questionnaires from 80 parents and carers, 12 members of staff and 78 pupils were scrutinised.

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

- How provision is increasing the progress of pupils, especially more-able pupils in writing.
- How well the pace and challenge of teaching and the use of assessment are moving learning forward.
- The impact of leaders at all levels on teaching and learning.
- How care, guidance and support help pupils to share clear values, enjoy school and take a full part in all it has to offer.

## Information about the school

This is a smaller than average-sized primary school. Most pupils are of White British heritage, with other pupils coming from a range of backgrounds. The proportion of pupils known to be eligible for free school meals is low. The school has a below-average proportion of pupils with special educational needs and/or disabilities. These pupils have differing needs, including behavioural, emotional, social and moderate learning difficulties. An above-average number of pupils join the school other than in the Reception Year and leave before the end of Year 6. The school has received several awards, including Healthy Schools status and the Eco-school Silver Award.

The pre-school sharing the site is not led and managed by the school's governing body and did not form part of this 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

Pupils receive a good education at this lively and friendly school. They are enthusiastic about attending and make positive comments, such as, 'The teachers care for you and you can care for others' and 'You learn different things and they are fun.' Caring members of staff support pupils in developing a shared set of good values and enable them to enjoy taking part in all the school has to offer. Pupils make an outstanding contribution towards the community. They are extremely proud of their school and take responsibility for various tasks. For example, they care for the welfare of the school chickens and have an 'Every Chicken Matters' motto for them.

Children make a good start to their education in the Reception class. They gain independence and learn quickly. In Years 1 to 6, pupils of differing abilities, including those with special educational needs and/or disabilities, make good progress, leading to above-average attainment by the end of Year 6. They make especially good progress in reading and are confident and articulate.

Pupils' politeness and good behaviour contribute to their good learning in the overwhelming majority of lessons. While most teaching is good, occasionally lessons do not provide enough challenge, especially for more-able pupils and, when this happens, their learning slows. Following a whole-school focus on developing assessment, pupils are increasing their understanding of how they can improve their own work. However, more-able pupils in particular are not always expected to make best use of their writing skills when working in subjects across the curriculum.

There are good and mostly accurate procedures for self-evaluation, which support the leaders' planning for improvement. Senior leaders have gathered a wealth of information about provision and pupils' progress. This is not fully utilised by all leaders to help them iron out the remaining slight variations in teaching, learning and pupils' progress. Good improvements have been made to the curriculum since the previous inspection, making it more exciting and relevant to the pupils. The use of additional practical activities and the outdoors are particularly good features. The greater focus in the Early Years Foundation Stage on learning about the sounds letters make is improving literacy skills. The school's capacity to improve further is good.

**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

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

- Increase teachers' expectations for more able pupils, especially in writing, by:
  - ensuring that they consistently plan and provide work that matches pupils' needs
  - developing further opportunities for pupils to demonstrate good quality writing across the curriculum.
- Ensure that all leaders make greater use of information on pupils' progress to help iron out the remaining inconsistencies in progress between classes and subjects.

## Outcomes for individuals and groups of pupils

**2**

Year groups vary, but most pupils join the Reception class working within the levels expected for their age. Their attainment is usually higher in problem solving, reasoning and numeracy than in communication, language and literacy. Pupils in all year groups are very enthusiastic about coming to school. They especially appreciate the special curriculum weeks and taking part in practical activities. For example, in a lively mathematics lesson in Years 4 and 5, pupils enjoyed timing and tallying their circus skills, in preparation for further data handling work later in the week. In another good lesson, in Years 5 and 6, pupils learnt much about centripetal force by making coins circulate inside balloons. All pupils, including those with special educational needs and/or disabilities and those who join the school other than at the usual time, do well over time, and learning is quick in most lessons. Pupils are exceptionally supportive of each other and work together well. For example, in a good literacy lesson in Year 2, pupils enjoyed reading and discussing the merits of various shape poems. In a few lessons, when work is insufficiently challenging, pupils lose interest and do not work quickly. For example, in one mathematics lesson, more-able pupils found the work on the addition of numbers too easy and their learning did not develop quickly enough during this session.

All groups of pupils achieve well, although progress is slightly uneven between classes and subjects. Those with special educational needs and/or disabilities are given good in-class support towards reaching their specific targets. Pupils' above-average literacy and numeracy skills and good personal development prepare them well for the next stage of education and later life.

Most pupils say that they feel safe at school and know how to avoid danger. They are confident that their worries are tackled swiftly and effectively and they enjoy learning basic first aid. Pupils' spiritual, moral, social and cultural development is good. They are good at following the school's clear moral code, raise funds for charities and make sensitive reflections about the lives of others. They know that 'not all are fortunate in life' and that 'we have to respect other people's views'. Their awareness of cultural diversity is developing and is enhanced by their expanding link with a school in Africa. The school deserves its Healthy Schools status and Eco-school Silver Award because pupils keep active, have a good understanding of what

**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

constitutes a healthy lifestyle and help to look after the environment.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<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>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</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?

Teachers and teaching assistants are enthusiastic, form good relationships with the pupils and manage behaviour well. Teachers plan interesting activities and most work matches pupils' needs well. For example, in an outstanding literacy lesson in Years 5 and 6, pupils of all abilities were challenged to produce a rap based on the circus theme. Marking is frequent and mostly helps to move learning forward.

The curriculum provides a breadth of exciting learning opportunities that enables pupils to enjoy school very much. For example, in a good lesson in Year 1, pupils enjoyed pretending to be bossy when giving commands in the character of 'Captain Instructions'. Leaders are working on providing broader opportunities for cross-curricular work, especially opportunities for more able pupils to demonstrate and expand their writing skills. On occasions, work is not fine-tuned sufficiently to meet the needs of all abilities within a class. The creative arts are promoted well and the school provides a very wide range of additional activities. For example, during the inspection, pupils enjoyed working with visitors, learning about circus skills.

Members of staff know the pupils well and keep track of their progress carefully. There is good support for pupils who find life difficult, which enables them and their families to take a full part in what the school has to offer. Close links with other schools and external agencies ensure that transition arrangements are strong

<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

**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

enabling pupils to be confident about changing class or school. Attendance is monitored rigorously, although a few families continue to take term-time holidays contrary to the school's advice.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account:	
The use of assessment to support learning	2
<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 headteacher and other senior leaders have high aspirations for the school and they embed ambition and drive improvement well because there is a clear understanding of what needs to be done to improve the school further. Whole-school developments have a positive impact on pupils' progress. The promotion of equality of opportunity and tackling discrimination is good and pupils of differing abilities are supported and encouraged equally well. All pupils are included well socially, and the school works successfully to eliminate any slight unevenness in learning and progress between classes and ability groups, where pockets of satisfactory progress remain.

The school's safeguarding arrangements are thorough. Members of staff are trained effectively, with the result that procedures are carried out robustly. Leaders and the governing body are diligent in ensuring safe recruitment.

The governing body is knowledgeable about the school. It plays an important role in supporting and challenging other leaders and is successfully expanding the part it plays in leading the school forward. The school provides good opportunities for pupils to be involved in the local community and to learn about cultures other than their own. For example, pupils recently took part in the local 'Festival of Voices'. The school is seeking to develop community cohesion further by expanding opportunities for pupils to forge links with a contrasting school in Oxford. Parents and carers are involved well in their children's education. For example, the school has recently provided well-attended workshops for parents and carers to help support reading and writing.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account:	
The leadership and management of teaching and learning	2

**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

<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>2</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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

Children make good progress in the Reception class, especially in personal, social and emotional development and linking sounds and letters. They enter Year 1 with above-average attainment. A wide range of activities is made available indoors and outside, and children enjoy working with each other and members of staff. For example, during the inspection, children enjoyed looking after each other in the role play hospital and creating a fantasy about a treasure island.

A welcoming atmosphere and strong links with parents and carers enable children to settle into school life swiftly and to establish good relationships with each other and their teachers. Clear routines and good questioning help children to become confident, happy and keen to learn. Children enjoy talking about what they are doing, learn quickly and behave sensibly. Sensitive support is provided for children's social and emotional needs. There are good arrangements for assessing learning and 'learning journeys' provide valuable information on how children are progressing. Children make choices about what they are going to do, although some outdoor activities do not extend their learning fully. Leaders have good plans for improvement and are working with the onsite private pre-school to maximise the use of resources and to ensure that children always build on what they have learnt before. Recent improvements in the way children learn about the sounds letters make have a good impact on children's progress in communication, language and literacy.

*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

**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

## Views of parents and carers

There was an above-average response to the inspection questionnaire and most parents and carers are positive about all aspects of the school. They are particularly pleased with teaching and the way their children are prepared for the future.

Inspection findings confirm that these aspects of the school's work are good. A few parents and carers disagreed that the school deals with their concerns and suggestions or manages unacceptable behaviour well. Inspection findings show that the school responds to concerns and suggestions appropriately and that no unacceptable behaviour was observed. The school operates an open door policy for parents and carers by seeking their views through questionnaires and making appropriate changes in the light of their views.

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

Ofsted invited all the registered parents and carers of pupils registered at Freeland 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 80 completed questionnaires by the end of the on-site inspection. In total, there are 142 pupils registered at the school.

<b>Statements</b>	<b>Strongly agree</b>		<b>Agree</b>		<b>Disagree</b>		<b>Strongly disagree</b>	
	<b>Total</b>	<b>%</b>	<b>Total</b>	<b>%</b>	<b>Total</b>	<b>%</b>	<b>Total</b>	<b>%</b>
My child enjoys school	38	48	37	46	4	5	1	1
The school keeps my child safe	39	49	33	41	8	10	0	0
The school informs me about my child's progress	30	38	40	50	10	13	0	0
My child is making enough progress at this school	29	36	39	49	7	9	1	1
The teaching is good at this school	44	55	34	43	1	1	0	0
The school helps me to support my child's learning	33	41	39	49	8	10	0	0
The school helps my child to have a healthy lifestyle	42	53	34	43	2	3	2	3
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)	43	54	31	39	1	1	0	0
The school meets my child's particular needs	34	43	32	40	7	9	3	4
The school deals effectively with unacceptable behaviour	28	35	33	41	8	10	7	9
The school takes account of my suggestions and concerns	28	35	33	41	8	10	5	6
The school is led and managed effectively	39	49	25	31	6	8	4	5
Overall, I am happy with my child's experience at this school	38	48	32	40	7	9	3	4

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

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
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

<b>Type of school</b>	<b>Overall effectiveness judgement (percentage of schools)</b>			
	<b>Outstanding</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Inadequate</b>
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:	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. <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 Freeland Church of England Primary School, Witney OX29 8HX**

We enjoyed coming to see your friendly school. Thank you for being so helpful during our visit. We are pleased to tell you that your school provides you with a good education.

**These are the best things about your school.**

- You enjoy school and make good progress, especially in learning to read.
- You behave well and are exceptionally good at taking responsibilities in school and the local area.
- We agree with you when you say that teachers look after you really well.
- The headteacher and other leaders do a good job and know what needs to be done to make your school even better.

**These are the things we have asked your school to do next to help it improve.**

- Make sure that those of you who find learning easy are always given work that is hard enough for you, especially in writing, and give you more chances to do good quality writing when working in various subjects.
- Ensure that all leaders make sure that you all learn equally quickly in all subjects and classes.

Thank you once again for telling us about your school and letting us see your work. All of you could continue to help your teachers by always doing your best writing.

Yours sincerely

Alison Cartlidge  
Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**