

# Leafield Church of England (Controlled) Primary School

## Inspection report

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<b>Unique reference number</b>	123109
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	380598
<b>Inspection dates</b>	14–15 May 2012
<b>Lead 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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	100
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Carole Bartlett
<b>Headteacher</b>	Jane Ridley
<b>Date of previous school inspection</b>	23–24 June 2008
<b>School address</b>	The Green Leafield Witney OX29 9NP
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<b>Fax number</b>	01993 878549
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	14–15 May 2012
<b>Inspection number</b>	380598



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## Introduction

Inspection team

Mike Capper

Additional Inspector

This inspection was carried out with two days' notice. The inspector observed 10 lessons taught by four teachers. Discussions were held with parents and carers at the start of the school day, and with members of the governing body, staff and groups of pupils. The inspector took account of the responses to the online Parent View survey in planning the inspection, observed the school's work and looked at school documentation, including teachers' planning, assessment information, safeguarding policies and samples of pupils' work. The inspector analysed 42 questionnaires from parents and carers.

## Information about the school

Most pupils come to this smaller than average-sized village primary school from the local community but some travel from other local communities. The proportion of pupils known to be eligible for free school meals is below average. The vast majority of the pupils are of White British heritage. The proportion of disabled pupils and those with special educational needs who are supported at school action plus or who have a statement of special educational needs is below average. Children in the Early Years Foundation Stage are taught in a single-age Reception class. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. The small breakfast club that runs each morning is managed by the governing body. Since the last inspection, a new headteacher has been appointed and took up post in September 2010.

**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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- This is a satisfactory school. The relatively new headteacher has acted decisively to tackle a decline in pupils' progress that began to emerge shortly after the previous inspection. The school is not yet good because pupils' progress is still uneven. Leaders have improved teaching, but guidance to teachers has not been followed through rigorously enough to ensure sufficient improvement in Key Stage 1, where teaching does not always meet pupils' differing needs. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Pupils' achievement is satisfactory. Children get off to a good start in the Early Years Foundation Stage. In Key Stage 1, progress is satisfactory rather than good. Progress picks up and is good in Key Stage 2. Pupils' attainment by the end of Year 6 is rising and is above average in the current year.
- Teaching is satisfactory overall, but in Key Stage 1 it is sometimes dull and it does not always take enough account of what pupils already know so that they are fully challenged. In contrast, in the Early Years Foundation Stage and in Key Stage 2, teachers plan interesting activities, ensuring that pupils are excited by their learning. Across the school, pupils' handwriting improves relatively slowly because skills are not always taught systematically enough.
- Behaviour and safety are good. Pupils enjoy school, behave sensibly and feel safe. They have positive attitudes towards learning and are keen to do their best in lessons.
- The management of performance and the leadership of teaching are satisfactory. Leaders are doing the right things to move things forward more quickly and have already successfully improved progress in Key Stage 2. There have been many initiatives in Key Stage 1 but not all have been sustained over time so that they are raising achievement quickly.

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

- By December 2012, improve pupils' progress and the quality of teaching, particularly in Key Stage 1 by:
  - ensuring that work is consistently pitched at the right level for all pupils
  - ensuring that all lessons inspire and enthuse pupils.
- By December 2012, strengthen the impact of leadership and management by ensuring that leaders at all levels are rigorously checking that initiatives are improving learning for pupils and that improvements in teaching are being maintained over time.
- By April 2013, improve pupils' handwriting by introducing a more systematic approach to how these skills are taught across the school.

## Main report

### Achievement of pupils

When children start school, most are working at the levels expected for their age. Although their attainment is above average by the end of Year 6, progress in lessons is variable across the school and consequently pupils' achievement is satisfactory.

Pupils' progress in lessons, although satisfactory, is slower in Key Stage 1 than elsewhere in the school, confirming the views of some parents and carers. In lessons at this stage, pupils are enthusiastic, but sometimes the pace of learning is not as quick as it could be. For example, in a literacy lesson, most pupils enjoyed writing about Victorian artefacts, but a few of the most able pupils were not challenged well enough and so their progress slowed.

Parents and carers say that their children make good progress in the Early Years Foundation Stage and in Key Stage 2. This is confirmed by inspection findings. Attainment by the end of the Early Years Foundation Stage is rising and is now consistently above average. Children and pupils in the Reception class and Years 3 to 6 typically show interest and enthusiasm. For example, in the Reception class, children worked with great excitement and showed genuine curiosity as they wrote about life in Italy. Their writing skills improved quickly because they were guided well by adults and learning was made purposeful as it was linked to a topic, 'All Around the World'. In a numeracy lesson in Years 5 and 6, pupils were fully engaged in their learning and made rapid progress in improving their knowledge of data-handling as they explored different ways to present information. Pupils were expected to think like mathematicians and at the end of the lesson keenly shared their ideas with each other, showing a good understanding of what they had learnt.

Pupils' attainment in reading is broadly average by the end of Year 2. This represents satisfactory progress from pupils' average starting points. In contrast, progress in reading in the rest of the school is good. Phonics (letter sounds) teaching in the Early

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Years Foundation Stage is particularly effective at helping to develop early reading skills. The good progress seen in reading in Key Stage 2 and pupils' above average attainment by the end of Year 6 are demonstrated by the high number reaching the higher levels in national testing.

All groups, including boys and girls, make similar progress within lessons. The progress of pupils with disabilities and those with special educational needs is variable across the school. In the Early Years Foundation and Key Stage 2, carefully planned support from teachers and teaching assistants means that they are able to participate fully in activities and to make good progress. In Key Stage 1, work does not always build well enough on prior learning, making progress satisfactory rather than good.

In Key Stage 2, and especially in Years 5 and 6, pupils who are in danger of falling behind are given effective additional support that enables them to catch up successfully with their peers by the time they leave the school.

### **Quality of teaching**

Most parents and carers feel that the quality of teaching is good, although some have concerns about provision in Key Stage 1. Parents and carers are right to identify strengths in the ways that teachers encourage a love of learning. The inspection found that although there is much good teaching, there are inconsistencies in the quality of teaching across the school.

Teachers make good use of modern technology such as a 'visualiser' to help to share pupils' work and to introduce new topics. Teaching successfully promotes the pupils' spiritual and cultural growth as well as the development of moral and social values such as respect, kindness and trust. Pupils who have them find their 'Learning Journeys' (target books) helpful and say that since they were introduced they are much clearer about the next steps in their learning. There are inconsistencies in the quality of teachers' marking, and sometimes there is too little guidance on the steps that pupils need to take to improve. The development of handwriting skills is promoted satisfactorily but it is sometimes not mapped out clearly enough in curriculum planning so that pupils are taught systematically.

While teaching in Key Stage 1 is generally satisfactory, some teaching at this stage is not as effective at providing work that meets all pupils' differing needs. At this key stage, lessons occasionally lack inspiration and work is sometimes too hard or too easy for some pupils. Disabled pupils and those with special educational needs participate fully in lessons, but progress is inconsistent because sometimes insufficient account is taken of their widely varying starting points.

In the Early Years Foundation Stage and Key Stage 2, where teaching is mostly good, teachers and adults work together extremely effectively to plan exciting activities that are well matched to differing needs, including for disabled pupils and those with special educational needs. Reading skills are taught well and pupils are

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inspired to do their best. For example, in a literacy lesson in Years 3 and 4, there was a buzz of excitement as pupils planned out their stories, rewriting 'Little Red Riding Hood' in an Egyptian setting. The lesson was well structured and learning was enjoyable.

Curriculum planning successfully supports the development of basic skills in the Early Years Foundation Stage and Key Stage 2, but is less effective in Key Stage 1, where it does not always do enough to ensure that work is fully engaging pupils.

### **Behaviour and safety of pupils**

The inspector found that pupils' behaviour is typically good and that pupils thoroughly enjoy school. This confirms the views of most parents and carers, who feel that their children behave well and are kept safe. Pupils also think that behaviour is good.

Pupils are friendly, polite and courteous. In most lessons, they provide each other with good support and encouragement and they try hard. As one pupil said, 'If we do our best, we will learn quickly.' In the Early Years Foundation Stage, children are responsive, well motivated and very keen to take the initiative in their learning. Pupils' positive attitudes ensure that time is rarely wasted in lessons, although some pupils lose concentration and become fidgety when teaching is mundane. Pupils enjoy the breakfast club and it is a delight to see older and younger pupils get on together so well at these times.

The school has effective systems for promoting good behaviour and these are well understood by pupils and staff. Pupils feel free from all kinds of bullying, including cyber-bullying and 'name-calling'. They feel that they can talk to their friends or a teacher if they have any worries. Pupils with identified behavioural difficulties are supported sensitively and improve their social skills. For example, one explained how the nurture group has helped him to feel more settled at school.

### **Leadership and management**

Leaders, including the governing body, demonstrate they have the capacity to improve the school through the successful actions they have already taken to improve provision and to tackle the falling attainment and pockets of underachievement that were evident when the headteacher first took up the post in September 2010. The headteacher responded quickly to these issues and the school's initiatives have had a positive effect on pupils' learning, especially in Key Stage 2, where attainment is rising quickly. Areas identified for development at the previous inspection have also been tackled successfully and strengths in the Early Years Foundation Stage and in pupils' behaviour and safety have been built on. The headteacher has greatly improved the use of performance data so that the school is able to respond more quickly to potential dips in pupils' attainment. For example, a recent and successful focus on problem-solving in mathematics in Key Stage 2 arose from an analysis of test results.

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Self-evaluation is accurate and the school's development planning is aimed at the correct priorities. Teachers' performance management and the judicious use of training courses have helped to improve teaching. The headteacher is doing the right things to iron out the remaining inconsistencies in teaching but leaders at all levels, including middle managers, have not recently checked every initiative so that they can be certain that improvements are being sustained over time, particularly in Key Stage 1.

The governing body is kept well informed by the headteacher and this is helping its members to provide increasingly good challenge and support to the school. They are very diligent in ensuring that safeguarding arrangements meet statutory requirements.

Equal opportunities are promoted and discrimination tackled competently. Pupils from different backgrounds are supported and encouraged equally. They are included well socially, and the school is working appropriately to eliminate unevenness in learning and progress between classes by providing further staff coaching and training as required.

The curriculum is broad and balanced, and ensures that pupils' spiritual, moral, social and cultural development is promoted well. Pupils enjoy taking part in assemblies, and activities such as the school council and eco-group help them to develop a good understanding of how to take responsibility.

The school engages well with parents and carers. Most are very positive about its work, especially recent improvements, with one summing up the views of many by writing, 'The changes the headteacher has brought to the school have been beneficial and well received.'



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**

16 May 2012

Dear Pupils



**Inspection of Leaffield Church of England (Controlled) Primary School,  
Witney OX29 9NP**

Thank you for being so welcoming and helpful when I visited your school. I enjoyed talking to you about your work and hearing some of you read. I found that your school is providing a satisfactory education. This means that it does some things well, but there are also some areas for improvement.

**Here are some of the things I liked most**

- You make good progress in the Reception class and in Years 3 to 6, where you are taught well.
- You said in discussions and in the questionnaire that you enjoy school, and this was confirmed by the many happy faces that I saw in lessons.
- I could see that behaviour is good most of the time and you keenly take responsibility. I was very impressed by the work of the school council and the way that councillors have helped to improve lunchtimes.
- You are kept safe and take good care of each other. All adults in school are caring, and they give you suitable help if you have worries.
- The school provides lots of interesting activities for you to take part in. The lunchtime 'construction' club looked great fun!

The school's leaders are doing the right things to move it forward and are clear about what is not yet good enough. They know there is not enough good teaching in Years 1 and 2, and so your progress overall is satisfactory rather than good.

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

- Make sure you are always challenged well in all lessons and check that lessons are always exciting and enjoyable so that you all make equally good progress.
- Give teachers more help so that lessons are always at least good, and check that this is maintained over time.
- Improve your handwriting by teaching skills more systematically. You can help too by making sure that you always write as neatly as possible.

Yours sincerely

Mike Capper  
Lead inspector

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