

# Lewknor Church of England Primary School

## Inspection report

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|--------------------------------|-------------------|
| <b>Unique reference number</b> | 123128            |
| <b>Local authority</b>         | Oxfordshire       |
| <b>Inspection number</b>       | 395714            |
| <b>Inspection dates</b>        | 13–14 June 2012   |
| <b>Lead inspector</b>          | Jane Chesterfield |

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> | 74   |
| <b>Appropriate authority</b>               | The governing body                               |
| <b>Chair</b>                               | Hilary Lamb                                      |
| <b>Headteacher</b>                         | Bernadette Morgan                                |
| <b>Date of previous school inspection</b>  | 25–26 March 2009                                 |
| <b>School address</b>                      | High Street<br>Lewknor<br>Watlington<br>OX49 5TH |
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|---------------------------|-----------------|
| <b>Age group</b>          | 4–11            |
| <b>Inspection date(s)</b> | 13–14 June 2012 |
| <b>Inspection number</b>  | 395714          |



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## Introduction

Inspection team

Jane Chesterfield

Additional inspector

This inspection was carried out with two days' notice. The inspector observed nine lessons taught by four different teachers and spent four and a half hours in classes. Meetings were held with groups of pupils, governors, staff and a parent. The inspector took account of the responses to the on-line Parent View survey in planning the inspection, observed the school's work, and looked at documentation including data on attainment, tracking and monitoring records, school self-evaluation and development planning, pupils' books and safeguarding records. She analysed questionnaires returned by 46 parents and carers, 27 pupils and 9 members of staff.

## Information about the school

Lewknor Church of England Primary School is much smaller than the average primary school. Pupils are taught in three mixed-age classes, with some separate teaching for Year 6 pupils. Early Years Foundation Stage children are taught in the infant class. The proportion of pupils known to be eligible for free school meals is low compared with the national average. The proportions from minority ethnic backgrounds or who speak English as an additional language are also low. There are no disabled pupils at the school, but the proportion supported by school action plus or who have a statement of special educational needs is in line with the national average. Their needs relate mainly to moderate learning difficulties or speech and language difficulties. A higher than average proportion of pupils leave or join the school other than at normal times. The school meets the floor standards, which are the minimum standards expected by the government. Since the previous inspection, there has been a complete turnover in teaching staff, and the headteacher has been in post since September 2011.

**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>2</b> |
| <b>Achievement of pupils</b>          | <b>2</b> |
| <b>Quality of teaching</b>            | <b>2</b> |
| <b>Behaviour and safety of pupils</b> | <b>1</b> |
| <b>Leadership and management</b>      | <b>2</b> |

## Key findings

- Lewknor Church of England Primary is a good school where pupils achieve well. It is not outstanding because achievement in writing and mathematics is not as good as that in reading.
- As a result of very small cohorts, there is variation in achievement from one year group to another. However, children generally enter the school with levels of skills below expectations for their age, and leave reaching above average standards in English and mathematics. They make good progress.
- Teaching in the school is good. There are particular strengths in the way in which teachers assess pupils' understanding, both during lessons and over time. This means that work is well planned to meet the needs of all abilities, including pupils with special educational needs and those learning English as an additional language.
- Pupils' behaviour and attitudes to learning are outstanding. Pupils of all ages are attentive and eager to learn in class, and supportive and considerate of others in the playground. Older pupils demonstrate the capacity to reflect on their learning and identify their areas for improvement for themselves.
- Leadership and management are good. The headteacher has quickly built a new staff into a united and cohesive team, thanks to clear direction and a firmness of purpose. Leaders and members of the governing body are successfully focused on raising achievement in all parts of the school and on the leadership of teaching and the professional development of staff in their classroom and leadership roles and this is paying dividends in rising standards. The issues from the previous inspection have been well addressed. A new approach to the curriculum enables pupils to develop a range of skills and learn independently, and ensures full coverage of all required areas, including pupils' spiritual, moral, social and cultural development.

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

In order to become outstanding, the school should take the following action.

- Raise achievement in mathematics by building on work already underway to ensure full coverage of the mathematics curriculum across the school.
- Raise achievement in writing across the school by:
  - increasing opportunities for pupils to write at length
  - increasing expectations for the quality of punctuation, sentence structure and presentation.

## Main report

### Achievement of pupils

Pupils achieve well during their time at the school. The current Reception cohort has made particularly good progress this year from below-average starting points and there is evidence that this is usually the case. The children show high levels of concentration for their age when they are working with their Year 1 classmates, and are keen to explore their environment and find things out for themselves. One group of children, for example, initiated a worm hunt, and were curious to look at ants swarming on a tree trunk. Pupils make good progress and reach above-average standards in reading throughout the school. Those in Year 1 and Year 2 who were heard to read showed that they had a range of useful strategies to tackle unfamiliar words, and all read with enjoyment and interest.

Pupils make particularly rapid progress in writing and mathematics at the top end of the school to reach above average standards by the time they leave. In mathematics, progress varies across the school because there have been gaps in coverage of the required curriculum areas. The school, supported by the local authority, has set about remedying this. A focus on calculation skills over the last two terms, for example, has meant that pupils are now confident about using basic operations such as addition and subtraction. This is evident from their books. In writing, pupils' books show that pupils are good at writing in different ways for different purposes, but that they do not often write at great length, and that some are unsure how to use correct grammar and punctuation. Year 6 pupils present their work very tidily, but lower down the school presentation is sometimes careless.

The school's use of topics to cover the curriculum means that pupils are very adept at applying their different skills in different situations. In a Years 4, 5 and 6 mathematics lesson, for example, pupils drew on research they had done in science on pulse rates and worked on laptops to find the best way of displaying their results as a graph. Working collaboratively in pairs, most discovered that line or bar charts were the best means of showing changes in rates as a result of exercise. Lower down the school, Reception and Year 1 pupils brought their artistic skills to a geography lesson comparing Greek and British villages. When one boy was asked what colour he should select for a painting of the school, he replied, 'I'll go and look.'

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After checking the colour of the brickwork, he came back and carefully mixed grey and brown to get the right shade for the painting.

Pupils with special educational needs, or who are learning English as an additional language, and those who join the school at different times make similar progress to their classmates, because of the way in which their needs are assessed and supported. Parents and carers are rightly pleased with their progress their children are making, and pupils feel that the school helps them to do as well as they can.

### **Quality of teaching**

Evidence from inspection observations and pupils' books shows that teaching is securely good throughout the school. Teachers are especially good at checking pupils' understanding throughout lessons by careful use of questioning and reviewing of their work, so that any misconceptions can be corrected and pupils' learning is not slowed down. In a mathematics lesson where pupils were using laptops, for example, the class teacher noticed that some pupils were having difficulty formatting their graphs. She therefore drew their attention to the programme wizard, so that they were able to use this independently for help without the need for adult intervention. Similarly, Reception and Year 1 pupils learning how to calculate change with coins were having difficulty subtracting, so the teacher gave them extra opportunities to practise this as a whole class before attempting their individual tasks.

Teachers have high expectations for behaviour, plan their time effectively and use resources well. In a Years 2 and 3 science lesson, for example, very clear photos of animal skulls helped pupils to grasp quickly the differences between the teeth of herbivores, carnivores and omnivores. Pupils with special educational needs and those who are learning English as an additional language are well taught, thanks to the high quality of assessment, planning and support. In a Years 4, 5 and 6 literacy lesson on writing an explanation text, for example, the class teacher helped the lower ability pupils to research the information for their text quickly and efficiently so that they could focus on the main task of writing.

There is some very high quality marking at the top end of the school, enabling pupils to reflect on their work, correct and improve it themselves, and enter into a dialogue with their teacher on how to move forward. This makes a very positive contribution to pupils' personal development. This approach is not consistent across all of the school, although all work is regularly marked and corrected by teachers. In addition, expectations for the presentation of work and the accuracy of grammar and punctuation are not always high enough. Reading is taught well throughout the school, so that pupils have the strategies and confidence to tackle new texts and unknown words. Parents and carers are happy with the quality of teaching, and pupils feel that they are well taught.

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

Inspection observations and the school's records confirm that behaviour over time is

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outstanding. Exclusions are very rare and there have never been any racist incidents. In lessons, pupils' excellent attitudes to learning make a significant contribution to their good learning and progress. Younger pupils are full of enthusiasm and eagerness to set about their tasks, whilst older ones display mature and thoughtful attitudes, taking responsibility for their own learning and welcoming opportunities to learn independently. Parents and carers are very satisfied with the standards of behaviour and how the school keeps their children safe. Many commented on the 'family' atmosphere of the school. A number have transferred their children from larger schools because of this. New pupils are integrated well and settle quickly.

In the playground, pupils of all ages mix harmoniously together. Older pupils look after the well-being of younger ones and organise games such as football, netball and skipping for them. Younger pupils are confident about approaching older ones and value their attention. All pupils mentor and buddy one another. Pupils who were interviewed were very positive about behaviour and the absence of bullying, although some who responded to the questionnaire felt that others did not always behave well. Nonetheless, almost all felt very safe at school. Pupils are very confident that the school would deal firmly with any bullying problems. They are well aware of different sorts of bullying and potential dangers linked to text bullying or social networking sites. Pupils' attendance is consistently above average and their punctuality is good.

### **Leadership and management**

Despite significant changes in staffing since the last inspection, the school has continued to provide well for its pupils so that they continue to achieve well. The new headteacher has built a good staff team and distributed leadership responsibilities amongst them, so that all are involved in monitoring the performance of the school and have a stake in bringing about improvement. This was a key issue from the previous inspection. Although all are relatively new to the school and their roles, there is a good focus on professional development to guide them. Members of the governing body are well organised and play a full part in school improvement. They have allocated funding, for example, to replace old, worn resources in the Reception outdoor area. They have robust arrangements for safeguarding pupils, and ensure that the school promotes equality and tackles discrimination effectively. This confirms the school's capacity for further improvement.

The school offers its pupils a lively curriculum which interests them and helps them to develop well both academically and personally. The school's ethos and positive relationships help pupils to be aware of right and wrong and to get on with others. The wide range of clubs and visits linked to the curriculum promotes pupils' cultural development well. Senior staff are working to increase pupils' awareness of cultures not represented in the local community. The school has built productive partnerships with other schools, the local authority and sporting organisations, and is receptive to guidance in its efforts to improve. Parents and carers are exceptionally happy with all aspects of the school's work. They feel that their children are well known and cared for and can flourish in a supportive environment.

## 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.**



15 June 2012

Dear Pupils

**Inspection of Lewknor Church of England Primary School, Lewknor, Watlington OX49 5TH**

Thank you for welcoming me to your school recently and for helping me with the inspection. I very much enjoyed talking to you, spending time in your lessons and looking at your work. Thanks also to those of you who completed a questionnaire.

I found that Lewknor is a good school which is giving you a good start to your education. These are some of the things I liked about it.

- I agree with you that the school is helping you to do well. You are making good progress and reaching above average standards in your work.
- I also agree that you are well taught. Teachers take care to make sure that you understand what you are learning and plan work that suits you well.
- Both you and your parents and carers said that you feel very safe at school, and I found that you are very well looked after.
- Although some of you felt that other children do not always behave well, I found that your behaviour was excellent in class and in the playground. You show great consideration for one another and are very supportive of others.
- Your school is well led and gives you good opportunities to develop your skills and talents in all the subjects of the curriculum.

To help your school improve further, this is what I have asked the staff to do.

- Make sure that your mathematics lessons cover everything you need to know very thoroughly.
- Give you plenty of opportunities for writing, and make sure that you write accurately and neatly.

You can help by always asking if there is anything you do not understand, and by doing your best to present your work as well as you can.

Yours sincerely

Jane Chesterfield  
Lead inspector

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