

Launton Church of England Primary School

Bicester Road, Launton, Bicester, OX26 5DP

Inspection dates 12–13 September 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well. They learn quickly and their attainment is above average in English and mathematics.
- Teaching is good. Teachers make learning interesting and make sure that pupils know what they are expected to learn.
- Pupils' behaviour is good and they feel safe at school. They are kind to others, enjoy sharing their ideas and help each other in class and on the playground.
- Leaders are clear about what they need to do to make the school even better and consequently the school is improving rapidly.
- The leadership and management of teaching are good. Leaders are good at checking that teachers and their pupils are doing well and provide helpful guidance when they are not.
- Governance is strong and governors provide the school with good challenge and support.
- Pupils' spiritual, moral, social and cultural development is provided for well. Members of staff are good role models and form good relationships with the pupils they teach.

It is not yet an outstanding school because

- Teachers are not always making sure that work is just right for pupils when they are working independently.
- Some opportunities are missed during lessons to encourage pupils to improve their writing; consequently, not all do their best.
- Information on how well pupils are doing is not organised so that leaders can see at a glance how well different groups of pupils are doing.
- Pupils are given too few chances to check their own work and correct mistakes quickly.

Information about this inspection

- The inspector observed teaching in 10 lessons, all jointly with the headteacher.
- Meetings were held with senior leaders, teachers, pupils, members of the governing body and representatives from the local authority.
- The inspector took into account 20 responses to the online Parent View survey, four emails, nine questionnaires on paper and held informal discussions with a sample of parents and carers.
- The inspectors considered the views expressed in survey responses from 10 members of staff.
- A range of information supplied by the school was scrutinised, including the school's own information about how well pupils are doing, planning documents, checks on the quality of teaching, the school development plan, records relating to behaviour and attendance, and safeguarding documents.

Inspection team

Alison Cartlidge, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for support from pupil premium funding (additional money provided by the government for pupils known to be eligible for free school meals, those looked after by the local authority and the children of service families) is below the national average.
- The proportion of pupils on the register of special educational needs at school action is low as is the proportion at school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- A new headteacher joined the school in September 2013.
- The private nursery on the premises is not run by the school and did not form part of this inspection.

What does the school need to do to improve further?

- Move teaching from good to outstanding, by:
 - ensuring pupils are given tasks that are just right for them when they are working independently
 - encouraging pupils to improve their writing during lessons so that they all do their best.
- Make sure that information on how well groups of pupils are doing is clearly understood and used by all leaders.
- Providing pupils with good opportunities for taking responsibility for checking their writing and correcting their own mistakes.

Inspection judgements

The achievement of pupils is good

- Attainment on entry to the school varies from year to year, but in most years the very large majority of children are working within the levels expected for their ages when they start in the Reception class. Children make good progress in all areas of learning and become especially confident and independent. For example, during the second week of joining the school, children already understood and followed class routines with little prompting from adults.
- Achievement is good because progress is good across the school. Consequently, attainment by the end of Year 6 has risen over the last two years and is now above average in reading, writing and mathematics. Pupils do slightly better in reading than in writing because they do not consistently apply what they have learnt when writing independently. Nevertheless, the school has been successful in increasing the motivation of boys and the attainment gap between girls and boys is closing fast.
- Disabled pupils and those with special educational needs make good progress because teachers and teaching assistants are sensitive towards their specific needs and provide well-timed support.
- The attainment gap between pupils in receipt of the pupil premium and other pupils at the school is closing. They all make good progress from their starting points and in 2012 they did better than other pupils in the school in English and were less than a term behind them in mathematics.
- The most able pupils do well in most lessons because there is a good level of challenge in their work. For example, in mathematics in Year 4, more-able pupils worked independently during the warm-up task because they already knew how to multiply and divide by 10.

The quality of teaching is good

- Teaching is good across the school. In the Reception class, well-established routines enable children to make confident choices about their work and members of staff are skilled in following up the children's interests. For example, a story was chosen because the children were taking an interest in spiders and real flower bulbs were found for a child role-playing gardening.
- In Years 1 to 6, teachers use a variety of resources to make learning interesting and explain clearly what pupils are expected to learn. For example, in literacy in Year 3, pupils knew that they were learning to compare settings for a story and in Years 5 and 6 pupils were able to identify for themselves what they needed to learn about writing an explanation.
- Work provided is nearly always just right for the pupils, but occasionally when pupils are working independently, they do not make as much progress as they could because they find the tasks too challenging.
- Teachers are good at asking questions to extend pupils' learning. For example in Year 4, good questioning enabled pupils to develop their use of interesting vocabulary to express a character's feelings.
- Teachers are good at encouraging pupils in their learning and provide useful guidance when they mark the pupils' work. Occasionally, during lessons, opportunities are missed to move learning further, for example by sharing good examples of writing before the end of the lesson so that all pupils are encouraged to aim high as they might.
- Teachers and teaching assistants are skilled at working alongside individuals and groups of pupils providing additional support as needed, including disabled pupils and those with special educational needs. For example in Years 5 and 6, pupils were given the option to come forward if they needed more guidance with the set task.

The behaviour and safety of pupils are good

- Pupils have good attitudes towards learning and enjoy coming to school. As a result, rates of attendance are above average and pupils learn what it is to be a good learner. For example in Years 1 and 2, pupils know that they need to 'share ideas and make choices'.
- Behaviour is good and pupils are polite and friendly and their parents and carers agree. The school is successful in promoting equal opportunities and tackling discrimination. Pupils have high expectations for behaviour and make comments such as 'we could respect each other more' and 'everyone is genuinely kind, but there are some arguments'.
- Pupils feel safe at school and know how to stay safe, including when using the internet. They are happy that if they have any concerns about bullying these will be dealt with swiftly by other pupils, 'the peaceful problem solvers', or members of staff. As one pupil said, 'everyone is kind and helpful when you feel down'.
- Pupils cooperate with each other well in class and are keen to learn, but do not consistently take enough responsibility for checking their writing and correcting avoidable mistakes.

The leadership and management are good

- Leaders, including the new headteacher, are ambitious for the school and are clear about its strengths and the steps needed to make it outstanding. The school has improved rapidly since the last inspection and consequently attainment has risen to above average. Teaching is now good and teaching and learning are checked rigorously.
- The school checks up on how well individual pupils are doing but information collected on how the progress of different groups of pupils compares across the school is not fully developed to enable all staff and governors to help ensure that all are doing as well as they could.
- The curriculum supports pupils' academic and social development well. Plans are well under way to increase provision for physical development following the recent additional funding to help pupils reach the right levels of performance. Training is being provided for members of staff and new resources purchased to support lessons and after-school clubs. The school already takes part in a number of sporting events, including competitions with other schools. These have a positive impact on pupils developing healthy lifestyles and better physical well-being.
- The school provides well for the pupils' spiritual, moral, social and cultural development enabling pupils to learn the importance of appreciating the world and caring for others. For example, pupils in Years 1 and 2 were amazed at the video footage of a rocket being launched and Years 2 to 6 recalled symbols they could use when planning a 'prayer space' for the school hall.
- Funding for pupils in receipt of the pupil premium is spent wisely to ensure these pupils are able to learn as quickly as others and can do as well academically. In the past year it has provided extra learning resources and effective help in class.
- Safeguarding arrangements meet requirements. All staff are checked for suitability for working with children and have recent training in their care.
- The local authority has provided the right level of support to enable this school to move from satisfactory to good.
- Parents and carers are positive about the school, with all those responding to the Parent View survey saying that they would recommend the school to others.
- **The governance of the school:**
 - Governance is good. Governors are knowledgeable about teaching and learning and provide challenge and support for school leaders. They know that good teaching is rewarded and weaker teaching challenged and developed. They reflect on their own practice and have correctly identified the need to become more rigorous in checking how well teachers and pupils are doing. They are conscientious about keeping up to date with relevant training. They understand how well the achievement of pupils compares with that in other schools.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	123103
Local authority	Oxfordshire
Inspection number	426496

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	114
Appropriate authority	The governing body
Chair	Sue Wakelin
Headteacher	Lisa Howson
Date of previous school inspection	10–11 October 2011
Telephone number	01869 253692
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