

Leaffield Church of England (Controlled) Primary School

The Green, Leaffield, Witney, OX29 9NP

Inspection dates 19–20 June 2014

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.

- This is now a much-improved school. The headteacher, staff and governors all played their part in securing continuous improvement in teaching and pupils' achievement since the last inspection.
- Currently, pupils are achieving well. Year 6 pupils are on track to leave the school with standards in English and mathematics that are in line or above the expectations for their age.
- Writing is a particular strength.
- Teaching is good and some of it is outstanding. Activities usually keep pupils engaged.
- Pupils display positive attitudes to their work and their behaviour is good. They relate well to each other.
- Subject leaders are becoming increasingly effective in leading their areas of responsibility. They are now better prepared for their role.
- Pupils feel safe and happy at school. Their attendance is above average.
- Links with parents and carers are strong. They are confident that their children are well looked after at school.
- The governing body knows its school well. It expects the school to continue to improve even further.

It is not yet an outstanding school because

- Teachers do not consistently check pupils' progress in lessons closely enough and their feedback on pupils' performance is not always precise.
- Marking does not always help pupils to do better, because some pupils do not act upon the advice given to them.
- Pupils do not have enough regular opportunities to practise their calculation skills in solving mathematical problems.
- The checks made by leaders do not focus enough on the progress different groups of pupils make in lessons and in their written work.

Information about this inspection

- The inspector observed nine lessons or parts of lessons, including two jointly with the headteacher.
- Meetings were held with two randomly selected groups of pupils, and with senior and middle leaders. The inspector met the Chair of the Governing Body for a discussion. He also met a representative of the local authority.
- The inspector looked at a wide range of documents, including the school's records of current pupils' progress, a summary of the school's self-evaluation of its strengths and weaknesses, records of behaviour, attendance and safeguarding arrangements.
- The inspector took into account the 30 responses to the online Parent View questionnaire and the school's own surveys of parental and pupils' opinions.
- The inspector also considered the 14 questionnaires returned by staff.

Inspection team

Krishan Sharma, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school.
- Almost all pupils are from White British backgrounds.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or through a statement of special educational needs is slightly above average.
- The proportion of pupils supported by pupil premium funding is below average. This is extra funding provided by the government to support pupils who are known to be eligible for free school meals and those cared for by the local authority.
- The school runs a breakfast club and after-school clubs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in Year 6.
- Two out of four class teachers have joined the school since its last inspection.

What does the school need to do to improve further?

- Improve teaching by ensuring that teachers consistently:
 - check pupils' learning and progress more closely during lessons and give them precise feedback against their goals
 - check that guidance given to pupils through marking is acted upon in their subsequent work
 - focus on improving pupils' application of their calculation skills in solving mathematical problems as a routine.
- Ensure that all leaders monitor more sharply the progress made by all groups of pupils, both when they observe lessons and in their reviews of pupils' written work.

Inspection judgements

The achievement of pupils is good

- Pupils' achievement has improved since the last inspection and is currently good. An increasing number of pupils now make better than expected progress.
- Children in Reception develop their early literacy and numeracy skills well from their individual starting points on entry. Normally, children enter at levels that are typical for their age. Recently, more than the usual numbers of children enter with starting points that are below the typical. At the end of Reception, most children are well prepared for their entry into Year 1.
- As a result of the good progress pupils make during Key Stage 1, standards have continued to rise at the end of Year 2 since the last inspection. They were above average in 2013 in all subjects combined and in mathematics. The current Year 2 group started with lower than usual starting points, but pupils remain on track to achieve at least broadly average standards in reading, writing and mathematics.
- Standards continue to rise during Key Stage 2. The current Year 6 pupils are on track to reach average or higher standards in reading, writing and mathematics.
- Writing is a particular strength in the school. Pupils write for a range of purposes and can develop and sustain their ideas. The school has responded well to its less than good performance in English grammar, punctuation and spelling in the Year 6 test in 2013. Although there is still more work to be done, pupils write with increasing technical accuracy.
- Reading is improving. Pupils read widely and enjoy reading. Most of them make good progress. Pupils' knowledge of phonics (the sounds that letters make) is getting stronger and they confidently use it in working out unfamiliar words. In 2013, at the end of Year 1, a much higher proportion than nationally achieved the expected standard in the phonics screening check.
- In mathematics, progress is getting stronger, but it is not yet rapid in all aspects. Pupils enjoy handling numbers. Most of them can calculate accurately and can confidently talk about their working out. However, their use of mathematical skills to solve practical and real-life problems is not consistently strong throughout the school.
- Most disabled pupils and those who have special educational needs make progress similar to their peers. The extra support they receive is accurately targeted to match their individual needs.
- An increasing number of the most-able pupils are making rapid progress. Consequently, the proportion of pupils working at or achieving the higher-than-expected level is increasing.
- In 2013, the number of Year 6 pupils for whom the pupil premium provided support was too small to report on their relative attainment without identifying individual pupils. Across the school, pupils in receipt of pupil premium achieve as well as others in the school because of the effective extra help they receive. Their attainment is close to their peers in reading, writing and mathematics.

The quality of teaching is good

- Typically, teaching is engaging. It promotes pupils' positive attitudes to learning and effectively contributes to their personal and social development.
- Adults in the Reception class provide a good range of activities which capture children's interest. They encourage them to talk about what they are doing and to try new ideas.
- In all lessons, teachers plan to build on what pupils already know, understand and can do. Their questioning is skilful and challenges pupils' thinking. Pupils are expected to commit to their work in lessons, and mostly, they do.
- Teachers usually create a high level of interest and instil a love for learning. Work set for pupils is nearly always demanding for all of them. As a result, different groups of pupils, including the most able, make the best possible progress in these lessons. Teachers check pupils'

understanding closely and comment precisely on how well they have achieved the goals set for them at the beginning of the lesson. However, this is not always the case as checks on pupils' progress are not as good as this in all lessons.

- The teaching assistants follow a clear brief, which they use well to ensure that the pupils they work with progress as well as others.
- Marking is regular. In most of the examples seen during the inspection, the guidance given is clear and should help pupils to improve their work. However, teachers do not check often enough whether pupils follow up their advice in their subsequent work. As a result, some of them continue to repeat the mistakes already pointed out to them.
- The regular teaching of phonics and guided reading sessions strengthen pupils' achievement in reading. Teachers prepare pupils well for planning their writing and help them identify features which make writing good. The teaching of mathematics is getting stronger, but the opportunities for pupils to practise their calculation skills in their mathematical work are not frequent enough.
- The support for disabled pupils and those who have special educational needs, and for those who are in receipt of pupil premium, is targeted well and ensures that these groups progress as well as others.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Staff, and most pupils and parents and carers, believe that behaviour at school is good, a view that the inspection evidence endorses. Pupils show good manners and relate well to each other and adults in the school. The management of behaviour is consistent.
- Attitudes to learning are positive and contribute well to pupils' learning. Work is mostly well presented. Occasionally, some pupils lose concentration, especially when activities fail to maintain their interest, but it rarely leads to disruption for others.
- Children's behaviour in Reception is good. They are keen to join in activities and relate well to others when working in groups.
- The school's work to keep pupils safe and secure is good. Parents and carers and pupils alike believe that the adults in the school make it a safe place. Pupils say that bullying is extremely rare, and is dealt with promptly, if it occurs. They are aware of the different forms that bullying can take, such as name-calling and the inappropriate use of the internet.
- Attendance is above average. Pupils like being at school. The headteacher and the governing body remain committed to maintaining high levels of attendance and punctuality.

The leadership and management are good

- The headteacher's resolute leadership has resulted in pupils' good achievement and effective teaching since the last inspection. In making these significant gains, the school has demonstrated the capacity to secure and sustain further improvement. The school's current priorities for improvement are the right ones to guide its future development.
- The school's tracking of pupils' progress is effective. Staff and governors use this data to review the performance of different year groups and groups of pupils, and to allocate extra help to ensure that all of them experience equal opportunity to succeed.
- Checks made by leaders during lessons and reviews of pupils' written work do not always focus enough on the progress different groups make. As a result, leaders do not fully know the impact teaching is having and how this could help raise its quality to outstanding.
- Subject leaders are now much more engaged in leading and reviewing the developments in their areas of responsibility than they were at the time of the last inspection.
- Arrangements for the management of teachers' performance are rightly designed to link decisions about teachers' pay with the impact of their performance in the classroom. Staff training takes into account teachers' personal targets for their performance.

- The range of subjects taught and other activities contribute well to the development of pupils' basic skills and personal development, including their attitudes to learning. The extensive range of enrichment activities, including after-school clubs and the school's basic curriculum, contribute well to pupils' spiritual, moral, social and cultural development.
- Pupil premium funding is effectively used to provide one-to-one support and small-group activities for eligible pupils. The school's current data show additional support is helping this group to make similar or better progress than other pupils and their attainment is successfully catching up with others.
- The effective use of primary sports funding has led to pupils' increased participation in a wide range of physical activities leading to improvement in their physical fitness and awareness of healthy living. The deployment of specialist coaches has improved the teaching of physical education.
- Links with parents and carers are strong. The school has gained their confidence and they appreciate what it does for their children.
- The local authority's routine monitoring visits have strengthened the school's leadership and management, including its governance.
- **The governance of the school:**
 - The governing body knows the school well. It examines pupils' performance data and how the school compares with other schools nationally. It has a good understanding of the quality of teaching in the school.
 - The governing body has put in place arrangements that establish clear links between teachers' performance in the classroom and decisions about their pay. The members of the governing body have sufficient skills to hold senior leaders to account for weaknesses in the school, if and when they emerge.
 - Governors have a good grasp of how pupil premium and primary school sports funds are being used, and the difference this funding is making. They ensure that the school's safeguarding arrangements meet current requirements.

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	123109
Local authority	Oxfordshire
Inspection number	431040

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	97
Appropriate authority	The governing body
Chair	Carole Bartlett
Headteacher	Jane Ridley
Date of previous school inspection	14 May 2012
Telephone number	01993 878273
Fax number	01993 878549
Email address	office.3124@leaffield.oxon.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: 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.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 and 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2014

