

Inspection of a good school: Leaffield Church of England Primary School

The Green, Leaffield, Witney, Oxfordshire OX29 9NP

Inspection dates:

18 September 2019

Outcome

Leaffield Church of England Primary School continues to be a good school.

What is it like to attend this school?

Pupils brim with confidence. They told us about each other's many talents, such as playing the piano. For instance, accompanying the singing of 'Happy Birthday' to friends is admired. Pupils enjoy assemblies because each other's skills are shared and celebrated. Everyone shares a well-justified pride in their school.

Pupils say this is a very caring school where learning is fun. They are encouraged to work hard and give of their best. Staff are kind and supportive. Pupils genuinely feel their worth.

All age groups form strong friendships with one another. Bullying is not a problem. If it should ever happen, pupils say that staff follow up swiftly. Unkind incidents are exceptionally rare. Pupils know they can readily approach an adult if they have a problem. This is because staff have high expectations and adopt a sensitive approach. Pupils know that their concerns will be sympathetically and effectively resolved. All value the freedom from bullying that exists. Pupils feel safe and valued.

What does the school do well and what does it need to do better?

The school's aims, 'inspiring, learning, together', are highly evident in practice. Pupils enjoy learning and try their best. The school's curriculum is organised well and enhanced by memorable experiences. Leaders have thought carefully about the school's topic-based approach. All pupils receive their full entitlement. Pupils build up the knowledge and skills needed for success in a wide range of subjects. Pupils recall plentiful examples of activities that have piqued their interest. For instance, in science they readily recall a geologist visiting. This visit gave the pupils a wider understanding of the way in which rocks form.

Governors keep close oversight of the school's curriculum. They make it their business to contribute strongly to its development. All are adept at overcoming potential barriers that this small school site presents. The school's use of local facilities enhances pupils' physical

education opportunities. Strong links with other schools mean that pupils compete regularly. They enjoy a variety of team sports.

There are many strengths to the school's delivery of the curriculum. Teachers have thorough knowledge of the subjects they teach. This is because staff are helped to develop their expertise. Staff say that they are well supported by leaders and colleagues alike. Leaders retain a sharp oversight of everyone's well-being. There is a strong team ethic at this school.

Teachers have developed very good relationships in the classroom. Pupils' impressive behaviour means that they respond well and enjoy their learning experiences. They brim with enthusiasm and confidence. During our visit, pupils could thoroughly explain their learning in mathematics. Pupils' grasp of key mathematical concepts is exceptionally strong.

There is a well-planned and effective approach to the teaching of early reading. Pupils benefit from high-quality teaching. Teachers are highly expert, modelling sounds clearly and precisely. Teaching assistants also support the teaching of early reading well. Pupils who may need extra help are supported effectively. They receive plenty of opportunity to rehearse and practise. Pupils enjoy reading and almost all read fluently. Many readily discuss their favourite authors. This is particularly the case in key stage 1. Yet, in key stage 2, pupils' familiarity with high-quality texts is less well developed.

Children who have just started at school have settled in tremendously well. Despite being very new, they already behave well and concentrate on the task in hand. Adults help children to feel secure, gain confidence and communicate well with others. Reception-aged children have already mastered several initial sounds, including how to form letters. The first stages of mastering early reading skills are delivered exceptionally well. Parents and carers too are impressed with their child's progress from the word go.

Few pupils leave other than at the usual Year 6 endpoint. Those that join settle quickly. Most pupils move to the next stage set firmly on a pathway to achieving well.

Safeguarding

The arrangements for safeguarding are effective.

The headteacher leads with compassion and sensitivity. Staff follow his lead. All adhere to the school's procedures for child protection rigorously. Staff have received appropriate training and know what to do if a concern arises. Leaders take appropriate action making sure that families receive the support they need. Leaders work with a range of appropriate partners.

The school provides helpful information and guidance for parents and pupils. Communication about pupils' well-being is strong. For instance, staff make sure that pupils' collection arrangements are understood.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Key stage 2 pupils do not have enough opportunity to listen to or read high-quality texts. This limits their potential to develop a love of reading. Leaders need to ensure that pupils are guided more closely to select and enjoy a wide range of high-quality literature.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Leaffield Church of England (Controlled) Primary School, to be good.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	143986
Local authority	Oxfordshire
Inspection number	10111235
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	102
Appropriate authority	Board of trustees
Chair of trust	Kathy Winrow
Headteacher	Christian McGuinness
Website	www.leafield.oxon.sch.uk/
Date of previous inspection	Not previously inspected

Information about this school

- The school has not been previously inspected. In February 2017, the predecessor school became an academy, joining Oxford Diocesan Schools Trust (ODST).
- Leafield Church of England Primary School is a smaller-than-average-sized primary school.
- The school operates a before- and after-school club each day. It offers wraparound care for pupils who attend the school.

Information about this inspection

- Inspectors met with the headteacher, senior teacher and all teaching staff who were present during the inspection.
- The lead inspector also met with the chief executive officer of ODST and a school improvement adviser from the trust. A meeting was held with the chair of the governing body and two other governors, who act as co-vice-chairs. The lead inspector also spoke to a representative of the Diocese of Oxford on the telephone.
- To check on the quality of education, inspectors focused mainly on reading, mathematics and science. Inspectors met with subject leaders, visited lessons in all

classes, talked to pupils about their work and discussed the school's approach to curriculum delivery with teaching staff. Some pupils read to an inspector.

- The school's safeguarding arrangements were reviewed. Inspectors met with the school's designated safeguarding lead, scrutinised the school's single central record and talked to pupils about safety. Inspectors also considered how well adults in the school act on emerging concerns about pupils' welfare.
- Inspectors spoke to pupils, staff and parents to gather their views about the school. Survey responses from 15 pupils, 14 members of staff and 31 parents were considered.

Inspection team

Elizabeth Farr, lead inspector

Her Majesty's Inspector

Lizzie Jeanes

Ofsted Inspector

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