

Inspection of a good school: William Fletcher Primary School

Rutten Lane, Yarnton, Kidlington, Oxfordshire OX5 1LW

Inspection dates:

28 and 29 March 2023

Outcome

William Fletcher Primary School continues to be a good school.

What is it like to attend this school?

As staff and pupils say, 'everybody matters' at this nurturing village school. Pupils are confident and thoughtful. They model the values of the school's 'Rights Respecting' approach and talk about the importance of respecting everyone and treating each other equally. Pupils help each other in lessons and on the playground. Staff make sure that pupils have opportunities to have roles that develop their understanding of responsibilities and help to prepare them for their next stage of education. Pupils enjoy the many sporting and arts activities at the school, including playing musical instruments. They thrive in a supportive environment where staff take time to seek pupils' views and create visible changes to the school in response. For example, pupils from the Eco Council led a drive to dispose of food waste in environmentally friendly ways.

Pupils feel safe. Bullying incidents, although uncommon, are dealt with quickly by school staff. Pupils behave well in lessons and around the school. Disruption is rare. If pupils need additional support with their behaviour, staff deal with incidents fairly and consistently and make sure that extra help is in place.

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

Leaders have developed an ambitious curriculum for all pupils. Staff are proud of the collaborative approaches that they take to developing teaching and learning. Lessons link together and help build knowledge for pupils over time. Staff think carefully about how trips and visitors to the school can help make learning memorable. For example, pupils enjoyed the Viking workshop that helped them learn about Vikings and Anglo-Saxon history. Pupils also spoke enthusiastically about their visit to the Houses of Parliament, which helped them learn about democracy. The curriculum has been constructed in thoughtful ways. In many subject areas, such as history and mathematics, the curriculum is well established. However, some subjects are still being developed. Leaders continue to refine the curriculum and further develop how consistently some aspects are taught. Consequently, pupils do not achieve as well as they could.

Phonics teaching is a strength of the school. Lessons begin at the start of Reception. Staff make good use of all the training and resources that have been provided for them. The books that pupils take home to read are matched carefully to the sounds that they have learned. If any pupils fall behind in their reading, staff create extra lessons to help them catch up. Staff help pupils to develop a love of reading by choosing key texts thoughtfully and making good use of the school library. Staff have developed a 'reading diet' to enthuse and engage pupils. Staff teach about idioms, nursery rhymes and fairy tales to help pupils build knowledge from the start of Reception Year. Staff work with parents, provide workshops and send home resources to help all members of the school community know what key vocabulary is being taught and how this supports learning over time.

Staff establish clear routines for behaviour and have consistently high expectations. Pupils with special educational needs and disabilities (SEND) are identified quickly, are well supported and have access to the resources they need. However, a small number of pupils with SEND do not attend school as regularly as they should. Leaders are working closely with families to address this.

Leaders think carefully about how to help pupils develop beyond academic subjects. They engage pupils in real-life experiences, including three 'circular economy projects' set up by parents: avoiding school uniform going into landfill, a book exchange and recycling plastic pens. There are a wide range of opportunities to nurture and stretch pupils' talents and interests. Pupils enjoy clubs, including running, archery, jiu-jitsu, Lego, netball, general sports and knitting. Staff include all pupils in performing arts and ensure that all attend a visit to the theatre. Pupils have a range of opportunities to be good citizens through committees, such as 'Eco committee', 'Article 12 committee', 'Arts Council', 'Anti-Bullying', 'Sports Crew' and 'Digital Leaders'. Play leaders make up games and help the younger children on the playground. Pupils learn about different faiths and about famous people who changed the world in positive ways. Pupils also learn about democracy and are well prepared for life in modern Britain.

Leaders help staff with managing workload and well-being. Staff talk positively about the school's well-being committee. They say that workload is shared and everyone works as a team. Governors are highly skilled, committed and understand the strengths of the school. Parents are supportive. One parent captured the views of many: 'My children feel heard and respected...they can turn to their teachers and school leaders when they need support.'

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a thorough approach to safeguarding. Staff identify pupils who are in need and target support to make sure that pupils and families get help, including from external agencies, where needed. Records are detailed and accurate. They contain a clear timeline of events and show that concerns, where raised, are quickly followed up by actions. Leaders have clear systems in place to ensure that staff are recruited and trained appropriately. Governors complete checks to ensure that safeguarding remains a priority

at the school. Pupils know how to keep themselves safe. Staff support parents in helping to teach pupils about keeping safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, leaders are still developing the curriculum to identify the precise knowledge and vocabulary that they want pupils to learn. Consequently, some pupils do not achieve as well as they could in some subjects. Leaders should ensure that clear cumulative knowledge is in place for all curriculum subjects to help all pupils learn well.
- Some areas of curriculum development have not yet been implemented consistently across all classes. As a result, some pupils' work does not reflect leaders' ambitions. Leaders should ensure that staff monitor their curriculum areas effectively, refine pedagogical approaches where needed and develop greater consistency in pupils' outcomes across all classes.
- A small number of pupils with SEND do not attend school as regularly as they should. This means that they miss out on some aspects of school life that would further benefit and support them. Leaders must continue to work closely with parents and external support to ensure that all pupils attend school regularly.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in March 2013.

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 information from Ofsted Parent View 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.

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	123023
Local authority	Oxfordshire
Inspection number	10256485
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	277
Appropriate authority	The governing body
Chair of governing body	Patricia Amesbury
Headteacher	Deborah Nind
Website	www.william-fletcher.oxon.sch.uk
Date of previous inspection	21 November 2017, under section 8 of the Education Act 2005

Information about this school

- William Fletcher Primary School has a single-form entry to Reception, with three mixed-age classes in Year 1/2, three in Year 3/4 and three in Year 5/6.
- Since the previous inspection, there have been changes to staffing and governance.
- Leaders currently do not make use of any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector completed deep dives in early reading, mathematics and history. He met with subject leaders, visited lessons, reviewed pupils' work, and spoke to teachers and pupils.
- The inspector scrutinised a range of documents. He spoke to the headteacher, the assistant headteacher and the deputy headteacher throughout the inspection and also met with the special educational needs and disabilities coordinator.

- The inspector met with governors, including the chair of the governing body. He spoke to a representative of the local authority.
- The inspector held meetings with the staff responsible for safeguarding and scrutinised the single central record. He considered leaders' safeguarding processes and asked staff questions to establish their understanding of these procedures.
- The inspector observed pupils during playtimes and lunchtimes and discussed safeguarding with pupils.
- The inspector considered the responses to Ofsted Parent View, including the free-text comments. He also considered the responses to the staff and pupil surveys.

Inspection team

Carl McCarthy, lead inspector

His Majesty's Inspector

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