



Clanfield CofE Primary School

Inspection Report

Unique Reference Number 123105
LEA Oxfordshire LEA
Inspection number 281403
Inspection dates 16 May 2006 to 17 May 2006
Reporting inspector Vanessa Ward AI

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

Type of school	Primary	School address	Main Street
School category	Voluntary controlled		Clanfield
Age range of pupils	4 to 11		Bampton OX18 2SP
Gender of pupils	Mixed	Telephone number	01367 810257
Number on roll	74	Fax number	01367 810257
Appropriate authority	The governing body	Chair of governors	Mr David Yeates
Date of previous inspection	31 January 2000	Headteacher	Miss Jane Lloyd

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Clanfield Church of England Primary is a small school situated in a rural village. Over a third of its pupils come from outside the village. They are of mixed social backgrounds. Almost all of the pupils are of White British heritage. The number of pupils entitled to free school meals is average. Slightly more pupils than is usual have learning difficulties and disabilities, but no pupil has a statement of special educational need. The mobility of pupils is higher than in most schools.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The school judges its effectiveness to be satisfactory. However, the inspection findings indicate that it is good, because the good quality of education that the school provides enables all pupils to achieve well. In addition, good leadership and management, combined with a clear, shared vision for school development, have brought about significant improvements since the previous inspection.

The effective provision in the Foundation Stage gives the children a good start to their education. Progress is good throughout the school. Standards are broadly average, but fluctuate greatly because of the large variations in the number and abilities of pupils in each year group. A focus on raising standards in mathematics has been successful and the school is now working hard to improve achievement in writing. However, it provides too few opportunities for pupils to develop their writing skills across a range of subjects and for older pupils to write at length.

Teaching and learning are good and contribute significantly to the pupils' good progress. The curriculum is broad and is considerably enriched by a wide range of additional activities. The school is currently adding a global dimension to its curriculum which is greatly increasing the pupils' understanding of the wider world.

The school provides good care and support for its pupils. This enhances their personal development and helps them to feel safe, behave well and show positive attitudes to learning. Parents greatly appreciate all that the school does. Links with external agencies are used well to benefit the pupils' development.

Leadership and management by the headteacher are good and she is ably supported by the governors and staff. Evidence from recent successful initiatives indicates that the school is well placed to improve further. The school gives good value for money.

What the school should do to improve further

- Improve the opportunities for pupils to develop their writing skills across a range of subjects.
- Provide more opportunities for older pupils to write at length.

Achievement and standards

Grade: 2

Pupils' achievement is good because the teachers focus well on their individual needs. The number of children admitted to the Foundation Stage each year varies greatly, as do their skills. Whatever their starting points, however, the children make good progress and this continues through Years 1 to 6. This applies to all groups of pupils, including those who join the school after the Reception year. Year groups are small and hence the proportions of higher attaining pupils and those with learning difficulties can vary widely from year to year. This causes standards in reading, writing, mathematics and science to fluctuate considerably. Overall, standards are broadly average. The staff

set suitably challenging targets and these are achieved. The involvement of pupils and their parents in understanding and working towards pupils' writing targets is bringing about improvement. The school's work to raise standards in mathematics has been successful. Standards in information and communication technology (ICT) have also improved since the previous inspection, and these are now satisfactory. The careful tracking of pupils' progress ensures that any underachievement is quickly identified and corrected. Following the identification of some underachievement in writing, for example, several remedial strategies have been introduced and these are now improving achievement in lessons. These measures have yet to make an impact on standards in the long-term.

Personal development and well-being

Grade: 2

The personal development of the pupils is good, and they show positive attitudes to learning and behave well. They enjoy being in school and their attendance is good. One pupil said 'There are lots of interesting things to learn every day'. Although pupils are enthusiastic about learning, they do not consistently take pride in the presentation of their work, which is sometimes untidy. Pupils take part readily in the many sports activities that the school provides, speaking enthusiastically about skipping and power walking. They understand about healthy eating and say that they feel safe in school and know that the staff will listen and care for them if they are upset. They take on responsibility conscientiously, such as befriending lonely pupils at playtime. Pupils represent their classes effectively as members of the school council or health committee. Their use of basic skills and participation in events such as the Monday Lunch Club with local residents all help prepare pupils for life beyond school.

The pupils' spiritual, moral, social and cultural development is good. They care for and value each other. They have a strong sense of right and wrong and appreciate the opportunities they are given to discuss issues in class. Their social skills develop well through team work. The wide range of opportunities provided through the school's involvement in a 'Global School Project' mean that the pupils develop a good understanding of other cultures and traditions.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good and contribute to the pupils' good achievement. The teachers plan thoroughly, taking into account the pupils' differing needs, and thereby provide suitable challenge for different groups of pupils, including those with learning difficulties. The interesting tasks that the teachers provide motivate the pupils and make them want to learn. For example, a task to multiply two sets of tens generated enthusiasm among pupils who were keen to help each other and work out why some

of them had different answers. Occasionally, there is some loss of pace in lessons and this slows the pupils' learning.

Discussion in pairs to decide, for example, what features of writing are needed to describe a story setting, successfully promote pupils' speaking and listening skills. Such activities also enhance their social development and self-confidence. Teaching assistants play a valuable role in working with small groups of pupils.

The Foundation Stage provides a good balance between teacher-directed activities and opportunities for children to explore and make choices. Children learn well because their progress is monitored closely and the work can therefore be carefully planned to build on what they already know. Throughout the school, teachers use assessment information effectively to help them keep track of how each pupil is doing.

Curriculum and other activities

Grade: 2

The curriculum is good. It is well balanced, interesting and is enriched through a good range of educational visits, clubs and visitors to the school. Pupils speak enthusiastically of making clay masks with a visitor from Uganda, and of a visit to a landfill site. Keeping pupils healthy and safe is given high priority. The stimulating curriculum in the Foundation Stage encourages the children to enjoy learning.

Whilst the curriculum focuses well on the basic skills of literacy, numeracy and ICT, it does not provide sufficient opportunities for pupils to develop their writing skills in a range of subjects other than English, or for the older pupils to write at length. Pupils of all abilities are enabled to enjoy a full curriculum. There is a strong focus on including a global perspective within pupils' learning and on raising their awareness of environmental issues, such as the need for recycling. Pupils speak knowledgeably about fair trade.

Care, guidance and support

Grade: 2

The care, guidance and support that the school provides are good and establish an environment in which pupils feel valued and want to learn. Parents affirm this overwhelmingly, saying that 'all the teachers know each child and take an interest in them'. All aspects of health and safety are successfully promoted and monitored. Child protection procedures are well established and all the staff are aware of their responsibilities. Systems for behaviour management are effective. The support for pupils with learning difficulties is good and this raises their confidence as learners. Liaison with outside agencies is very successful in supporting the well-being and development of all of the pupils. The school monitors academic development well and is working effectively to increase the pupils' involvement in understanding their own progress. It is currently introducing a formal method of recording pupils' progress in personal development. Support for pupils when they join the school, and when they prepare to move on to the next stage, is very comprehensive.

Leadership and management

Grade: 2

The leadership and management provided by the headteacher, staff and governors are good and contribute significantly to the good progress made by the children. The headteacher has a comprehensive understanding of the school's strengths and weaknesses. She has successfully created a strong sense of teamwork among the staff and governors. The school's self-evaluation findings, although modest in terms of judging overall effectiveness, are well founded and accurate, and staff and governors play important roles in the process. The views of parents and pupils are sought and acted upon. When weaknesses are identified, remedial action is taken to raise standards. A recent successful initiative has raised standards in mathematics. The school is now rightly focusing on improving pupils' writing.

Governors fulfil their statutory responsibilities and are well informed about the school's priorities. They are very involved in the long-term planning of school improvement. However, they acknowledge that a previous system of governors' monitoring visits to the school has lapsed and should be reintroduced, now that membership of the governing body is at full strength.

Subject leaders play an important part in influencing developments in their subjects. However, they do not have sufficient opportunities to observe their subjects being taught in other classes. The school has plans to redress this. The professional development of staff is given high priority and is used well to improve teachers' individual skills and to support school initiatives. The school has successfully tackled the issues raised at the previous inspection and has good capacity to continue its improvement.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

I enjoyed visiting your school and I would like to thank you for making me feel so welcome and for talking to me about Clanfield. All of the grown ups look after you and care for you very well and this helps you to enjoy your time in school.

Your parents and carers like your school and are pleased that you are happy there. You told me that you enjoy being in your school. There are lots of interesting things to do and you especially like the clubs and visits to interesting places. You say that you feel safe in school and know that the grown ups will always help you if you are upset or worried. You work hard and this helps you to make good progress. Teachers give you targets on the front of your literacy books and these help you to understand how to improve your writing. To help your writing to improve further, I have asked the teachers to give you more opportunities to write in subjects such as history and geography. For those of you in Years 5 and 6, I have asked the teachers to give you time to produce some longer pieces of writing. Some of you need to make your work neater. Your behaviour is good and you carry out your jobs around school very well, such as looking after each other at break times and managing the play equipment. The work you do with your Healthy Schools and Eco Committee really helps you to understand how to care for yourselves, your school and the environment. You know how to keep healthy and many of you bring healthy food at lunchtime and join in with skipping before school each day.

I hope you will carry on enjoying your school, working hard and helping your teachers as much as you can.

Yours sincerely

Mrs Vanessa Ward

Inspector