



Lewknor Church of England Primary School

Inspection Report

Unique Reference Number 123128
LEA Oxfordshire LEA
Inspection number 281408
Inspection dates 17 May 2006 to 18 May 2006
Reporting inspector Keith Williams AI

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

Type of school	Primary	School address	High Street
School category	Voluntary controlled		Lewknor
Age range of pupils	4 to 11		Watlington OX49 5TH
Gender of pupils	Mixed	Telephone number	01844 351542
Number on roll	80	Fax number	01844 354861
Appropriate authority	The governing body	Chair of governors	Mrs H Lamb
Date of previous inspection	31 January 2000	Headteacher	Mr J Walker

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Lewknor is a small, voluntary controlled Church of England Primary school. Almost all of the pupils are from White British backgrounds. The proportion identified as having learning difficulties is about average; none has a statement of special educational need. A small number of pupils are eligible for free school meals. More pupils join or leave the school, at other than the usual times, than in most schools. The headteacher was appointed in January 2006. The school has the Gold Artsmark award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The inspector agrees with the school that it provides a satisfactory standard of education but it is improving due to the good leadership of the new headteacher. Whilst the pupils' achievement is satisfactory overall, a rigorous evaluation of strengths and weaknesses and improving teaching are ensuring that their rate of progress is increasing. This is seen most markedly in the Foundation Stage and Year 1, where the pupils make good progress because of the good provision, and in Year 6, where the pupils are now on track to meet their challenging targets.

The school successfully places a high priority on the pupils' personal development and ensuring that they are well cared for. Staff work hard to provide varied, interesting and challenging work for their mixed-age classes. This is enriched by a very good range of activities in and out of lessons. Consequently, pupils' enjoyment of school and behaviour are excellent. Teachers mark work conscientiously but do not consistently provide feedback about how the pupils can improve. Consequently, some pupils are not clear about their targets for improvement in literacy and numeracy. Processes for managing the performance of staff have started, but the school recognises that it has not yet had sufficient influence on holding teachers to account, guiding developments and identifying priorities.

Parents are overwhelmingly supportive of the school and many are pleased with improvements seen since the appointment of the headteacher. The school currently gives satisfactory value for money but, given its recent track record, there is good capacity to improve.

What the school should do to improve further

- Increase pupils' understanding of how they can improve
- Complete arrangements for managing the performance of staff

Achievement and standards

Grade: 3

Pupils start school with average attainment overall. The small cohorts of pupils make it difficult to make comparisons from year-to-year but, overall, standards are broadly average, which represents satisfactory achievement given the pupils' starting points. The school has identified the need to improve this and has implemented effective strategies to raise the pupils' achievement, improve the quality of teaching and keep a closer check on how the pupils are doing. As a result, pupils are making better progress. This improving picture is reflected in lessons seen during the inspection, although the improvements in provision have not yet had time to have had sufficient impact and the school is expecting standards to improve.

Children in the Foundation Stage make a good start to their education and achieve well because of good teaching and facilities. Most reach, and some exceed, the goals expected of them by the end of the Reception year. The pupils in Year 1 share a class

with the youngest children and they, too, achieve well. Arrangements to teach Year 6 pupils as a discrete group for literacy and numeracy are helping to raise standards. They are now making good progress and are likely to meet their challenging targets. Across the school, those with learning difficulties make similar progress to their classmates.

Personal development and well-being

Grade: 2

Pupils' personal development is good and there are some significant strengths. Most pupils have excellent attitudes and enjoy life in school. This is reflected in their good levels of attendance, excellent behaviour and the lack of exclusions and contributes to their accelerating progress. Pupils feel safe because they are well known to the adults and know they will be helped if they have a problem.

Pupils' spiritual, moral, social and cultural development is good. Their social and moral development is particularly strong. Pupils make a good contribution to the community by taking part in local events and, for example, by inviting local people to join them for 'topic evenings.' They feel that their views are taken seriously through the recently reconvened school council. The council contributes well to school events, for example when selling hotdogs during book week, and the school has plans to increase its influence and independence.

Pupils respect the views, values and beliefs of others and treat those who find it difficult to learn sensitively. They appreciate the opportunity to share their feelings privately in their 'pink books.' Pupils are developing an understanding of other cultures and faiths and know about the importance of a healthy lifestyle. Their improving literacy and numeracy ensures that they are prepared for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory but are improving. The pupils are increasingly exposed to good teaching which is helping to raise standards and increase the pupils' progress. So far, this has had the greatest impact on pupils in the Foundation Stage and Years 1 and 6. Across the school, teachers have high expectations and work hard to meet the needs of their mixed-age and ability classes. They ensure that pupils are clear about what they are expected to learn and reflect on these objectives at the end of lessons. Relationships between staff and pupils are excellent and lessons invariably take place in a calm and supportive atmosphere.

Teachers know their pupils well. Assessment arrangements are good and an increasingly rigorous use of the information gathered is helping teachers to check on the progress pupils are making and identify those who need extra help or increased challenge. 'Record books' are well used to chart pupils' attainment as they move through the

school and they are appropriately involved in evaluating their own work. Feedback is usually given to help pupils know how well they are doing and where they can improve, but the use of written comments is inconsistent and they are not always sufficiently aware of their targets in literacy and numeracy.

Curriculum and other activities

Grade: 2

The school provides a broad and interesting curriculum that includes a strong and successful emphasis on the arts. Children in the Foundation Stage benefit from good planning that exposes them to all areas of learning. Across the school, the improving emphasis on literacy and numeracy is helping to raise standards. Subjects are linked well through a topic approach that includes good access to computers and other technology. The topics are popular amongst pupils, who recognise how their work in one subject can help in another. A close check is kept on ensuring that the work builds on their previous learning. A very good range of activities, including visits, visitors and after-school clubs, enriches the pupils' experience and adds to their enjoyment. Some of these are helpfully led by parents and friends of the school and regular lessons in French and Spanish are of particular note.

Care, guidance and support

Grade: 2

The school takes good care of its pupils and they, in turn, help to support each other. Central to this is the way that all pupils are well known to staff. This means that they quickly recognise when a pupil is unhappy and can offer support rapidly. Those who join during the course of the year are well supported to enable them to settle in quickly. Well-understood routines create a very orderly, safe and secure community. Child protection and health and safety procedures are clear and well understood by staff. Provision for pupils with learning difficulties is good. Their individual education plans are clear and contain the small steps that these pupils need. They have good support from teaching assistants so that they make similar progress to their classmates. Those pupils identified as vulnerable are well cared for. Where necessary, arrangements such as those to secure their smooth transfer to secondary school are successfully modified to meet their needs. Improved assessment systems ensure that a close check is kept on the progress of all pupils. The school makes good use of a wide range of outside agencies to supplement the support they provide.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall but are improving. There are significant strengths that are having a direct impact on the increasing progress made by pupils. The headteacher provides good leadership and is strongly focused on raising standards. His rigorous evaluation of test and assessment data means that he has quickly gained an accurate understanding of what is working well and what needs to

improve. Parents appreciate the way the school is improving, one saying that 'children are more motivated, confident and emotionally balanced' while another notes that 'there is much renewed enthusiasm throughout the school.'

Steps taken to secure improvement have led to rising achievement and progress, although the school leaders recognise that there is still more to do. Procedures for checking on the teaching and learning are well established, but formal performance management processes including, for example, opportunities for teachers to reflect on the performance of pupils in their care, are not yet complete. Governors are well informed, influential in planning the school's future and take good account of the views of parents and pupils. Improvements to Foundation Stage facilities have been well managed and this contributes to the children's good start.

Pupils feel valued and included in all aspects of school life and the school is now working determinedly to ensure that all are able to reach their potential. Given its recent track record and improvements in assessment since the last inspection, the headteacher, staff and governors ensure that the school has good capacity to secure further 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?	3	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?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	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	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	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	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	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	3	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

Thank you for the friendly way you welcomed me to your school during your inspection. I am writing to tell you about my findings. I enjoyed talking to you, and watching you in lessons, and what you told me gave me a lot of helpful information.

Your school is satisfactory, but I agree with your teachers and many of your parents that it is improving quickly. Your headteacher has worked out what needs to happen to help you learn better and has made some good changes. Your teachers are keeping a much closer check on how well you are doing. They work hard to make lessons interesting and make sure that those of you who need extra help or harder work get it. The literacy and numeracy lessons in Year 6, for example, are helping you to do much better - and I know how pleased you are with how you are getting on. I can see from your books and your lessons that your work is improving in other classes, too. I was particularly pleased to see how well those of you in Foundation Stage and Year 1 are doing.

Many of you told me how much you enjoy school and feel safe and cared for. I agree. It is because you enjoy school so much that you work so hard. Your behaviour, and the way you all get on together, is excellent. This is one of the reasons why your school is getting better. Your headteacher and teachers have good plans to make sure it keeps on improving and I am sure that you will do everything you can to help them. There are two things that I have asked them to do. Your teachers need to make sure that you know your targets and understand how to improve your work. Your teachers have targets, too, and your headteacher is going to make sure that they have the chance to discuss how well things are going and how they can improve. Once again, thank you for your help during the inspection. I enjoyed being in your school and I wish you good luck for the future.

Yours sincerely

Keith Williams

Lead inspector