

William Fletcher Primary School

Inspection report

Unique Reference Number	123023
Local Authority	Oxfordshire
Inspection number	292560
Inspection dates	20–21 June 2007
Reporting inspector	John Collins

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	178
Appropriate authority	The governing body
Chair	Mrs P Emmett
Headteacher	Mr C J M Laybourn
Date of previous school inspection	21 February 2005
School address	Rutten Lane Yarnton Kidlington OX5 1LW
Telephone number	01865 372301
Fax number	01865 374103

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This smaller than average sized primary school serves a mix of private and public housing in the village of Yarnton, north of Oxford. The school was found to have serious weaknesses in its inspection in February 2005. A monitoring inspection in November 2005 found that the school was making satisfactory progress in tackling these weaknesses. Currently the proportions of pupils with learning difficulties or disabilities are below average. The great majority of pupils are of white British background. The school has recently achieved Investors in People status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school and its previous designation as having serious weaknesses no longer applies. The school has successfully addressed the issues over achievement and standards, and leadership and management, both of which are now good. It is, in the words of one parent, 'a school that has moved forward in the last few years offering the best possible education'. Given its recent record of improvement and rising standards and achievement, the school has a good capacity to improve.

Improvements in teaching, the curriculum and leadership and management have led to rising standards and improved achievement across the school. From average standards when they enter school, children make good progress in Reception. By the time they enter Year 1 a small majority has achieved the learning goals expected of five-year-olds. Pupils continue to make good progress through the rest of the school because of more good teaching. By the end of Year 6 most pupils have achieved well and standards are well above average. Progress in writing however, is not as consistent as in other areas, particularly for the more able. Expectations for the quality of handwriting and presentation of work across the school are not consistently high enough.

Leadership and management at all levels are now good. The headteacher has led the drive for improvement and created a strong team ethos among all staff. They have been well supported by a newly invigorated governing body that is now an effective 'critical friend' of the school. The school has been proactive in seeking advice from the local authority and made good use of its own expertise to develop teaching and learning and the role of subject leaders. This has been a major factor in the improving standards and achievement now evident across the school. Pupils have responded to the increased challenge of their teachers with considerable enthusiasm and interest. They are very well behaved. They concentrate well and work hard because 'learning is fun'. Year 6 pupils say that, 'school has taught us so much and prepared us well for the future'. They speak confidently about their life in school and are pleased at the responsibilities they are given. The good curriculum is considerably enhanced by a wide range of visits and visitors that support both academic and personal development across all ages.

What the school should do to improve further

- Raise standards in writing, particularly for the more able, by making better use of assessment to enable teachers to increase the level of challenge in lessons.
- Improve the quality of handwriting and presentation of pupils' work.

Achievement and standards

Grade: 2

Achievement is good. Children start school with average skills. They make good progress to reach the individual goals set for them by the end of the Reception year. The transition to Year 1 is very well managed so that in Years 1 and 2 this good progress is carried forward. Current tracking and forecasts for end of year assessments and tests shows that the trend of rising standards and improved performance has been maintained. By the end of Year 2, pupils make good progress in reading and mathematics. Standards overall are above average. In writing, progress is not as rapid as in reading and mathematics and fewer pupils are reaching the higher levels. As a result, standards in writing are average. Progress is consistently good in Years 3 to 6. In last year's national tests Year 6 pupils achieved standards in English, mathematics and

science that were well above average. Currently more able pupils, as in Key Stage 1, are not achieving as well in writing as they do in reading, mathematics and science. Provision for pupils with learning difficulties or disabilities is good and enables them to make the same good progress as others.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Behaviour is exemplary. The school has an evident ethos of mutual respect. Pupils are always polite to one another and adults and play happily and maturely together at lunch and break times. The good attendance confirms pupils' desire to come to the school. They greatly enjoy their lessons and have very good relationships with all adults in the school. Pupils are confident and say they feel safe and secure. They are aware of whom to talk to about any concerns and say that rare incidents of bullying are dealt with promptly and fairly. Pupils' spiritual, moral, social and cultural development is good. There is a monthly focus, such as the current one on co-operation, bringing these areas of development together successfully. Pupils take responsibilities, such as helping to run the school library, seriously, and are developing a clear understanding of the needs of citizenship through the fund-raising they do for charities. There is a good emphasis on the need to adopt a healthy and safe lifestyle with particular focus given to physical education skills. Consequently, pupils have a good understanding of these issues. This is well supported by the extra-curricular clubs and activities that are much appreciated by pupils and parents alike. Pupils are well prepared for moving on to secondary schools.

Quality of provision

Teaching and learning

Grade: 2

The overall quality of teaching and learning is good. Lessons are well planned and very well managed so that pupils' learning is consistently good. Pupils enjoy the activities planned and this contributes significantly to their enthusiasm and enjoyment of learning. Teachers have high expectations and plan challenging work that is usually well matched to pupils' individual needs. Pupils grow in confidence, developing good thinking skills and problem-solving strategies. For example, the school's focus on 'The Wicked Word of the Week' has led to a much more extensive use of vocabulary in pupils' writing. Whilst this is helping to develop creative and complex ideas in writing, more opportunities could be made for pupils, particularly the more able, to use these writing skills across the curriculum. Pupils' speaking and listening skills are developed well through discussions and drama, as seen for example in an excellent Year 3 art lesson based around the books of Roald Dahl. Good support from well trained classroom assistants is given to pupils with learning difficulties or disabilities so that they are able to play a full part in lessons. In the Reception class imaginative teaching supports a wide range of learning opportunities. These are well structured and resourced effectively so that children make good progress and are well prepared for their work in Year 1.

Curriculum and other activities

Grade: 2

The curriculum is good and all statutory requirements are met. A good range of activities take place in lessons and outside the school day. Many clubs give pupils a positive outlook on their

learning. The school makes an effective, conscious effort to link subjects together. Pupils clearly know how to stay healthy through their personal, social and health lessons, which include drugs education and informed input into sex education from the school nurse. Computer facilities need upgrading but other technology facilities such as interactive whiteboards promote good learning by helping pupils to concentrate on what they are going to learn. Visitors to school, such as music groups, focus pupils' learning skilfully. All day visits, such as that to Blenheim Palace, are closely linked to the pupils' work. Years 2, 4 and 6, make residential visits so that an on-going process of developing confidence and independent skills is successively well developed. Pupils are proud to be members of the school council and influencing the school's decision making. Provision in the Foundation Stage is good with some outstanding features in the quality of the planned activities.

Care, guidance and support

Grade: 2

Care, guidance and support are good. The school is highly regarded by parents, one saying, 'it is a lovely school with a caring atmosphere'. Pupils' well-being is closely monitored showing the school's commitment to ensuring that both this and their academic development are equally thoughtfully developed. Pupils receive good levels of guidance and marking, for example, is beginning to help pupils in understanding what needs to be done in the next stages of learning. Child protection, health and safety procedures, and risk assessments are robust and securely in place. Pupils say they feel safe and value support from adults. The school makes good use of the expertise of outside agencies to support pupils with learning difficulties or disabilities. Teaching assistants are well deployed giving invaluable assistance, particularly for these groups of pupils. A very large majority of parents and carers support the work of the school and are encouraged by the school to support their children's learning. The school recognises the need to develop this partnership further.

Leadership and management

Grade: 2

The school has very successfully addressed the weaknesses identified in the last inspection. Leadership and management at all levels are good and have been a major factor in the trend of rising standards and the improved performance of pupils. The school has effectively built on the good model of leadership in mathematics, identified in the last report, to develop roles and responsibilities in English and science. Subject leaders now have a clear view of the strengths and areas for improvement in their areas of responsibility and are managing these developments effectively. As a result, standards are above average and achievement is now consistently good. The headteacher has provided the drive and impetus to enable these changes and has been ably supported by an active and challenging governing body. They form a strong team to take the school forward. The school development plan provides a good strategy for raising standards and improving teaching still further. The successful changes since the last inspection provide ample evidence that the school has a good capacity to improve further.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

29 June 2007

Dear Pupils

Inspection of William Fletcher Primary School, Kidlington, OX5 1LW

Thank you for making us so welcome when we came to visit your school. We really enjoyed talking to you and looking at your work. The school council and others told us how much you enjoy lessons and that you like your teachers and all the other adults who take care of you. We were very impressed by your excellent behaviour both in the classroom and at playtimes.

Here are some of the things we think your school does well.

- You are doing much better in reading, writing, mathematics and science than you did before.
- We agree with you that the school takes good care of you.
- The headteacher and other teachers and governors are doing a good job in running the school.

These are some things we think they could do better.

- Improve your standards in writing even more by the teachers giving you more challenging work, particularly when you are writing in other subjects like history, science and geography.
- Help you to improve your handwriting and presentation of your work.

You can help by continuing to work hard and do your very best. Ask your teachers for help, we are sure they will help you to do even better.

Good luck to you in the future.

John Collins Lead inspector