

Leafield Church of England (Controlled) Primary School

Inspection report

Unique Reference Number	123109
Local Authority	Oxfordshire
Inspection number	314497
Inspection dates	23–24 June 2008
Reporting inspector	Barnard Payne

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	80
Appropriate authority	The governing body
Chair	Mrs Vicky Greves
Headteacher	Mrs Lesley Ryde
Date of previous school inspection	19 January 2004
School address	The Green Leafield Witney OX29 9NP
Telephone number	01993 878273
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Age group	4-11
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Nearly all pupils attending this small village school are from White British backgrounds and all speak English as a first language. The number of pupils eligible for free school meals is average. The percentage with learning difficulties and disabilities is similar to other schools; most of this group have problems with literacy, including speech, language and communication. Leafield has gained the Healthy Schools award.

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 that provides its pupils with a good all-round education. Its outstanding care, guidance and support ensure that, as one pupil puts it, 'no-one gets left out if they find it too hard'.

Children's starting points when they join the school are broadly average, although the year groups going through the school show marked variations. The school effectively assesses progress, using this to plan work and support to take account of the different needs and abilities in each year group. Children make a good start in the Foundation Stage and continue to achieve well. Pupils make good progress across the school and, by the end of Year 6, standards are above average. From their starting points, this represents a good level of achievement.

Pupils' personal development and well-being are good due to the school being clear about its values and communicating them well. There is a strong emphasis given to pupils developing all of their abilities, including their social skills and their ability to make the right independent choices. Pupils enjoy school and particularly like the very caring staff, who 'always ask if you're all right'. Pupils have a real say in what happens in the school through the school council. They adopt healthy attitudes, showing good knowledge of healthy diets; many take part in sports activities after school. They develop good literacy, numeracy and information and communication technology (ICT) skills, which they use in a variety of contexts. They are well prepared for secondary education and for their future working lives.

Pupils make good progress because teachers make lessons interesting and fun and cater well for all abilities. There are many opportunities for pupils to show initiative, and they particularly enjoy carrying out science investigations, which is one reason they achieve well in science. The school provides a good range of learning opportunities both during and after school. Visiting specialists extend and enrich what the school provides.

The headteacher's clear and decisive leadership inspires staff to work effectively as a team. She has been the driving force behind improvements, but is now developing teachers' leadership roles so that there is a shared approach to leading and managing the school. This work is still at an early stage, and there is more to do, but staff are adapting to their new roles well. The school is also improving its use of assessment data but the head has identified a need to make performance data more accessible to help keep staff and governors informed about pupils' progress. The school has fully addressed the issues from the last inspection and shows good capacity to make further improvements.

Effectiveness of the Foundation Stage

Grade: 2

The provision effectively addresses the variations in skills and abilities of children joining the Foundation Stage each year. Children quickly learn expectations and classroom routines. They make good progress in all areas of learning and enjoy the wide variety of activities. They learn to share and to work well together, for example when sorting toy animals to make a farm and jungle. Staff keep the children actively engaged, and organise activities so that their interest is sustained; for example, pupils never have to sit for too long before moving on to a new activity. The teaching ensures that children learn the skills to help them make good progress in Year 1. In one lesson, pupils learned about time, starting with weeks and days, and then estimating the time a robot would take to travel around a map the class had made. Assessment

is rigorous and effective leadership and management have led to the introduction of comprehensive individual files that show what children have achieved. This leads to clear information for staff and parents about children's progress.

What the school should do to improve further

- Make performance data more accessible to staff and governors to keep them informed about pupils' progress.
- Develop further the shared leadership and management roles.

Achievement and standards

Grade: 2

Standards in Key Stage 1 have improved significantly since the previous inspection so that by the end of Year 2 pupils reach the national average in reading, writing and mathematics; in 2007, many exceeded this in reading and mathematics. Pupils continue to make good progress in Years 3 to 6 in English, mathematics and science. National progress measures have placed the school within the top 10% of schools for the past two years. Mathematics and science have shown the highest rates of progress. The school identified achievement in writing as being less consistent than reading; this has now improved due to the attention the school has given to it but has not yet had a full impact in test results. Pupils with learning difficulties and disabilities, including those with speech and language difficulties, make good progress due to accurate assessments that lead to effective deployment of support staff and well-planned activities in lessons. By Year 6, pupils with difficulties in literacy produce work that includes extensive pieces of writing, showing a willingness to persevere. The more able pupils also make good progress because the school identifies their needs effectively and sets them suitably challenging work.

Personal development and well-being

Grade: 2

Pupils' level of care for one another and for their school reflects their good spiritual, moral, social and cultural development. They behave well, and show an ability to consider and change their behaviour. They like to learn and show a strong willingness to take responsibility. The development of class councils, which feed into the school council, involves all pupils in making decisions about the school. Pupils also value the contribution the eco-council has made in caring for the school environment. Pupils nominate national charities they wish to support and they play an important part in the life of their village community. Pupils value their small community, but the school has identified a need to increase their awareness of other cultures and for them to meet new people representing different groups.

Quality of provision

Teaching and learning

Grade: 2

Teachers engage pupils' interests well, leading to positive attitudes and good progress. Planning recognises both the strengths and difficulties pupils have and teachers manage activities well to keep all pupils involved. Occasionally, some pupils do not understand instructions and this slows their work rate. Teachers have clear targets and ensure pupils acquire the skills and knowledge needed to meet and, where possible, exceed them. For example, in a mathematics lesson where pupils learned to double numbers, the teacher challenged them to double

ever-larger numbers, getting them to apply their learning. In an English lesson, the teacher encouraged pupils to give extended answers to questions in order to develop their debating skills. Pupils have a good knowledge of their own progress and targets. Written work shows that teachers' assessment of writing is detailed and rigorous, enabling them to pinpoint areas to improve.

Curriculum and other activities

Grade: 2

The school provides a wide range of enjoyable activities. It ensures that these reflect its values, in particular in recognising that pupils achieve and contribute in a variety of ways. Many children have limited experiences outside the village and the school strives to broaden their horizons; it has identified the need to develop further, pupils' understanding of cultures and ways of life different from their own. The school supplements its good provision for literacy, numeracy and ICT with a variety of activities, including French, professional sports coaching and popular after-school cookery classes. Effective provision for pupils with learning difficulties and disabilities includes comprehensive guidance for each teacher to help them meet pupils' needs. The school identifies the more able pupils systematically and has a formal record of the provision made for each; this is kept under scrutiny and pupils' progress regularly assessed.

Care, guidance and support

Grade: 1

The school is a safe, secure environment in which pupils' well-being is the major priority. The school knows pupils and their families well. This enables staff to form a clear view of any problems pupils face and to find solutions in an atmosphere of trust and understanding. Close work with parents and outside agencies has helped the school provide for some complex needs. Staff are committed to this being an inclusive school and encourage pupils of all abilities to enjoy and achieve. The use of assessment enables them to provide effective academic guidance. Pupils receiving extra support carry out a self-assessment regarding the impact of the help they have received, enabling the school to monitor the effectiveness of support from the pupil's point of view. The school has put effective measures in place to improve attendance.

Leadership and management

Grade: 2

The school's leadership is strongly rooted in its aims and values. The best interests of all pupils are at the heart of the school's work. Staff share the headteacher's vision. She has built a strong, committed team that is improving achievement and plays a key role in pupils' well-being. A clear understanding of improvement priorities has led to good progress by all groups. The school is now developing a shared approach to leadership that is leading to a better understanding of performance across the school. The school uses its staff resources well to improve the outcomes for pupils. Governors show strong support and commitment to the school. They fulfil their roles well.

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Annex A

Inspection judgements

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

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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?	1

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

07 July 2008

Dear Pupils

Inspection of Leaffield Church of England (Controlled) Primary School, Witney, OX29 9NP

First, thank you very much for making me so welcome at Leaffield. I got to know your school well, even in such a short time. You told me it is a good school and I agree. You particularly value how caring the staff are and how easy it is to make friends. I found that the school knows you all very well and this helps it provide outstanding care, guidance and support.

You all achieve well in English, mathematics and science and make good progress. This is because teachers make lessons interesting and fun and cater well for all pupils, even when they have difficulties in some subjects.

Because Leaffield values all abilities and skills, your personal development is good. I was particularly impressed with the variety of achievements you had made when you received certificates in assembly. You have a real say in what happens in the school through the school council. You also adopt healthy attitudes, showing good knowledge of healthy diets; and many of you take part in sports activities after school. I know how much you appreciate having a wide range of activities both during and after school. You develop a broad range of skills at Leaffield and learn to show initiative and take responsibility. This prepares you well for secondary education.

Your headteacher and the other staff have made many improvements in your school, but they want to make more. To do this, the school needs to:

- make sure that staff and governors have information about how well you are doing
- involve more teachers in helping the headteacher to manage the school.

Yours sincerely

Barnard Payne

Lead Inspector