

Alexandra House
33 Kingsway
London
WC2B 6SE

T 08456 404040
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



11 March 2008

Miss J Lloyd
Headteacher
Clanfield CE Primary School
Main Street
Clanfield
Bampton
Oxfordshire
OX18 2SP

Dear Miss Lloyd

Ofsted survey inspection programme – Geography

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 13 February 2008 to look at work in geography.

As outlined in my initial letter, as well as looking at key areas of the subject, the visit had a focus on the school's response to 'Excellence and Enjoyment' and how this is impacting on provision in geography, particularly in terms of planning and progression.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions, but individual institutions will not be identified in the main text. All feedback letters will be published on the Ofsted website at the end of each half-term.

The evidence used to inform the judgements made included: interviews with staff and pupils, scrutiny of relevant documentation, analysis of data, analysis of pupils' work and observation of three lessons.

The overall effectiveness of geography is good.

Achievement and standards

Achievement is good. Standards are satisfactory and improving.

- Most pupils make good progress in developing their skills, knowledge and understanding in geography because themes are carefully chosen to provide interest and generate enthusiasm.

- In Reception and Year 1, pupils explore some features of their local environment, are able to draw simple maps and have compared a different locality by visiting the canal at Radcot. They also know that people need to dress differently depending on weather conditions.
- In Years 2 and 3, mapwork skills are developed further. Pupils are able to recognise some human and physical features in their locality. They are aware through their study of where different foods come from and that the world extends beyond their locality.
- In Years 4, 5 and 6 pupils increase their understanding of environmental issues and consolidate previously learned skills. Work on climate change and Mali helps to compare and contrast differing localities and increase their understanding of global issues. Pupils can identify the features of coastal erosion and rivers using appropriate geographical vocabulary. They are able to present their work in interesting and creative ways. By the end of Key Stage 2, most pupils demonstrate good knowledge of work they have studied.
- Pupils are keen and interested in their work. Their behaviour is good and they respond well to clear classroom expectations. Relationships between adults and pupils are good.

Quality of teaching and learning of geography

The quality of teaching is good.

- Teachers plan and structure their lessons well. They use a variety of activities which are carefully selected to extend pupils' thinking. Learning objectives are made clear to pupils and the use of key questions helps pupils retain their focus on the purpose of the lesson.
- Pupils respond well to the varied opportunities provided for them to work individually, in pairs or small groups, ensuring access to a variety of learning techniques.
- Teachers' subject knowledge is good and they use appropriate geographical vocabulary. Information and communication technology (ICT) is used well to support learning which pupils say increases their interest and understanding.
- Scrutiny of books shows that work appropriately meets the needs of most pupils. Work is neatly presented and pupils take a pride in their work.
- The school has a good map skills record which is used consistently by all staff and shows good progression through the school.
- Pupils' geography work is assessed and recorded using the local authority pupil record. However, this does not enable teachers to sequentially assess and build on pupils' prior key skills in order to increase rates of progress further.

Quality of curriculum

The quality of the curriculum is good.

- The geography curriculum has appropriate breadth and balance. Good opportunities are provided to develop speaking and listening, reading and writing skills.
- Pupils have a very good knowledge of global issues and fully understand their complexity as a result of their Eco-Schools work. There is a good emphasis on environmental change and sustainable development throughout the school. Issues such as recycling and climate change are explored very well. However, pupils' knowledge and understanding of places and significant environments in the United Kingdom is weak.
- Pupils use an appropriate range of ICT resources such as using the internet and interesting programmes to support their learning.
- Fieldwork experiences around the school, Harcourt Arboretum, Hill End and Whitecliff Bay are valued highly and contribute positively to the subject and pupils' learning.
- Homework is used well to aid pupils to develop their research skills. This effectively supports themes being studied.
- Geography displays in classrooms and corridors are interesting and these help to enhance the planned curriculum. Large maps feature in all classes and are used regularly to support teaching and increase pupils' familiarity of the location of different places around the world.

Leadership and management of geography

Leadership and management of geography are good.

- The subject leader has attended appropriate training and development opportunities in areas such as global awareness to inform herself about current issues. Outcomes are shared appropriately with staff and used to plan and improve the curriculum further.
- The subject is reviewed as part of a regular cycle. During the review the policy and schemes of work are discussed and revised appropriately. The subject leader has rightly identified specific areas in need of development.
- Monitoring and evaluation of the subject is not formalised to enable the subject leader to have a better understanding of the outcomes of geography work that has been undertaken across the school.

Subject issue

The impact of curriculum planning on progression and the quality of provision in geography is good.

- Teachers are devising more interesting areas of study for pupils that are naturally linked to other subjects such as English, science and history. This work is ongoing.
- Joint planning by teachers in the long and medium term ensures an appropriate range of geographical enquiry with good progression of skills. Teachers are ensuring that key learning objectives are covered and that there is good progression in skills, knowledge and understanding.

Inclusion

The provision for inclusion in geography is good overall.

- In this small school with mixed age classes, teachers take care to plan lessons bearing in mind the needs of specific groups and individuals. Boys and girls have equal access.
- In lessons observed, questioning was widely distributed and involved all pupils. The use of key questions in the Reception and Year 1 class was particularly effective. Well-targeted differentiated activities and suitable tasks were generally provided for pupils with different learning needs although more could be expected of higher attaining pupils in some lessons.
- Teaching assistants are well deployed to support individual or groups of pupils so that they can access the full range of learning opportunities.

Areas for improvement

Areas for improvement, which we discussed, include the need to:

- identify key geography skills and use these to make assessments of pupils' work so that receiving teachers build on pupils' prior skills and increase rates of progress
- increase pupils' knowledge and understanding of significant places and environments in the United Kingdom
- provide opportunities for the subject leader to monitor and evaluate what is happening in geography and share her findings with staff and governors.

As I explained in my previous letter, a copy of this letter will be sent to your local authority and will be published on Ofsted's website. It will also be available to the team for the next institutional inspection.

Yours sincerely

Paul Weston
Her Majesty's Inspector