

Clanfield CofE Primary School

Inspection report

Unique Reference Number	123105
Local Authority	Oxfordshire
Inspection number	327849
Inspection date	21 May 2009
Reporting inspector	Charalambos Loizou

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	78
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Colin Summerfield
Headteacher	Miss Jane Lloyd
Date of previous school inspection	16 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Main Street Clanfield Bampton OX18 2SP
Telephone number	01367 810257
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Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school, the accuracy of the school's own evaluations and focused on the following areas:

- the consistency of the teaching and the impact it is having on improving reading and writing standards and the achievement of more-able pupils
- the quality and use of assessment to track pupils' progress and the extent to which it is used to ensure that all pupils reach their expected targets
- the impact of leadership, teaching and the school's curriculum on pupils' academic and personal development.

Evidence was gathered from lesson observations, work in books, the analysis of test results, teachers' assessments and records of pupils' performance, as well as parents' responses to questionnaires and discussions with pupils and staff. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This is a small rural primary school serving the village of Clanfield and surrounding areas of Bampton in Oxfordshire. Reception children are taught alongside Year 1 pupils and join the Early Years Foundation Stage each September in the school year of their fifth birthday. Throughout the school nearly all pupils are White British and very few come from minority ethnic backgrounds. Pupils are taught in three mixed-age classes and the school plans to extend to four classes in September 2009 to reduce pupil numbers in each class. The percentage of pupils eligible for free school meals is low compared with most schools. The proportion of pupils with learning difficulties and/or disabilities is below the national average. The main areas of need include pupils with moderate or specific learning difficulties such as dyslexia, or emotional and behavioural difficulties. The school has a number of nationally accredited awards, including the Healthy School and Green Flag Eco awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Clanfield is a good school. Pupils achieve well and enjoy coming to school, which is reflected in their excellent attendance and warm, positive relationships with staff and other pupils. Governors and staff are committed and successful in promoting the pupils' all-round personal and academic development.

The majority of parents who responded to the pre-inspection questionnaire appreciate the efforts of the staff and the attention the school gives their children. As one parent rightly stated, 'we feel the school has a very caring ethos', and many have commented that they are pleased with the way the school is managed. Most parents paid tribute to the way the staff value the pupils, which was summed up by one who said that 'the school has a very positive view of involving the children in decisions'. Some parents would like their children to be challenged a little more and inspectors agree that lessons sometimes miss opportunities to provide more challenging tasks, particularly for pupils of higher ability. Nevertheless, pupils make good progress throughout the school so that, in most year groups, they reach standards that are above those expected for their age. Good and effective leadership, combined with good teaching right through the school, underpin the school's success.

Test results and teachers' assessments show that standards compared with all schools nationally fluctuate markedly because of the very small numbers in some year groups. Therefore, a careful scrutiny of standards by inspectors and an analysis of pupils' work in books show that the rate of progress made by individuals and the pace of learning are good. Standards in English, mathematics and science are above average and in some years, for example, in the current Years 4 and 5, standards are well above average. Pupils in Years 1 and 2 are on course to reach above-average standards in reading and mathematics and average standards in writing. Teachers' accurate assessments and lessons show that the pupils achieve well in relation to their starting points, although in some years test results show that a few pupils fell just short of their expected targets. Therefore, there is scope to improve the way teachers monitor the achievement of individual pupils through more regular checks to ensure they reach their expected targets and to intervene sooner should any fall behind. Pupils' work shows that there have been good improvements to their writing since the last inspection, which was an area identified for improvement at that time. This is because pupils are provided with good opportunities to write independently and at length about a range of subjects and interesting topics. Poetry, play scripts and a stimulating range of topics in science, history and geography, encourage pupils to edit, organise and improve their writing. This has resulted in sustained improvements to writing standards since the last inspection.

The staff plan a stimulating curriculum which incorporates interesting topics and themes that combine different subjects well to make learning practical and engaging. Consequently, pupils achieve well in subjects such as art and design, music and physical education because the staff provide a good curriculum that is having a positive effect on pupils' academic and personal development. Pupils achieve well in information and communication technology because they have good opportunities to use computers in lessons. This was seen to good effect when pupils in Years 4, 5 and 6 made productive use of the internet during their scientific investigations into animals and organisms in the food chain. Children in the Early Years Foundation Stage achieve well and benefit from consistently good teaching and the effective provision made for their welfare, learning and development.

There is strong pastoral support and the staff provide good care and guidance, so pupils behave well, try hard and are attentive in lessons. Skilled teaching assistants provide effective support for pupils who find learning difficult. They fully involve these pupils in lessons, helping them to share ideas with their 'talk partners', or provide appropriate support in small groups. The headteacher ensures that lesson-planning and teachers' performance are checked systematically and teachers usually take good account of the different ages and abilities in their classes. However, even in well-planned and productive lessons, teachers sometimes miss opportunities to provide tasks that take more capable pupils to higher levels.

A very good range of extra-curricular activities, visits and specially themed weeks or topics, such as the 'Health Week', provide opportunities for pupils to extend their knowledge and understanding of important topics such as the dangers of alcohol or drug abuse, as well as learning about healthy food and the importance of exercise. Art, music, drama, dance, gymnastics and sport develop pupils' creative and physical skills very well. The pupils' good spiritual, moral, social and cultural development is reflected in the good quality displays of art, sculpture and literature. Pupils thrive on the opportunities they have to show initiative as school councillors or monitors. They treat each other with respect and courtesy, demonstrating maturity beyond their years and, although rare, they say that any bullying or unpleasant behaviour are dealt with very well by the staff. Pupils contribute well to the life of the school and community when organising fund-raising or taking part in local conservation and 'Eco-Friendly' projects, reflecting the school's 'Green Flag' status. Pupils fully understand why they, like everybody in the wider community, should recycle and care for the environment. Careful attention is given to the needs of the wider and global community, for example by heightening pupils' awareness of concepts such as fair trade, equality and racial harmony. These broaden pupils' understanding of the needs of others, and the different cultures and beliefs that exist in the world beyond their immediate community. Pupils have a good understanding of how to stay safe, including internet safety or when representatives from the health services visit as part of special science projects. Pupils benefit from opportunities to learn to play a musical instrument or to learn a modern foreign language, such as French. Good partnerships with other schools and visits to Oxford contribute well to their understanding of ethnic diversity in the wider community. Pupils' participation in team sports, such as cricket and football, as well as cross-country and adventurous outdoor pursuits, provide active participation and variety to their experiences and encourage them to cooperate and develop team-building skills. Pupils are developing a good range of skills that prepare them well for the next stage of their education and for the future.

Leadership, management and governance are good. Governors are committed and effective and together with the staff they seek parents' and pupils' views. The school keeps parents well informed, though a few parents have commented that they would like communication about their children's progress more often. The headteacher and staff are well respected by pupils, staff and parents; as one pupil commented, 'our teachers are helpful and if we have any worries we know these will get sorted out.' Accurate evaluations of the school's performance and good improvements since the last inspection demonstrate that the school has good capacity to continually improve and develop further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The staff are skilled and effective in laying good foundations for the children's learning, development and well-being. Reception children join the school with the skills and abilities expected of four-year-olds. The teaching is good and enables the children to work comfortably

in the early stages of the National Curriculum by the time they start Year 1. They make outstanding progress in their personal, social and emotional development, which is reflected in their excellent behaviour and attitudes to each other. Children's progress in reading and writing is good because they enjoy a stimulating range of stories and role play that help them write about characters in stories. The children thoroughly enjoyed listening to the 'The Rumble in the Jungle' story, prompting them to produce exciting writing and puzzles about their 'mystery animal' for their friends to solve. The children develop early scientific skills well when studying animal habitats. Planning successfully incorporates interesting tasks which have a positive impact on improving the children's language, problem-solving, reasoning and numeracy skills. However, opportunities are sometimes missed to extend or challenge the children's thinking and ideas, particularly for more-capable children. Accurate assessments of children's progress, performance and welfare are maintained and these help to inform parents how well their children are doing. The children thrive on the opportunities to explore the outdoor areas safely and productively, which improves their physical and creative development well.

What the school should do to improve further

- Provide more opportunities in lessons for pupils of higher ability to work on more challenging tasks.
- Ensure that teachers make more regular checks on pupil's progress to ensure that they are all on course to reach their learning targets.

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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?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which learners enjoy their education	2
The attendance of learners	1
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 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

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 eliminated	2
How well does the school contribute to community cohesion?	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**

09 June 2009

Dear Pupils

Inspection of Clanfield CofE Primary School, Bampton, OX18 2SP

You were all so welcoming when the inspectors came to see you. We really enjoyed talking to many of you. We have judged that you go to a good school and can see why you love school so much and why you attend regularly and punctually. Well done to you and all the staff and governors and please thank your parents for returning the questionnaires and writing comments. We were very pleased with your good behaviour and the way you all try hard in lessons. The Reception children are doing well with their reading, writing, mathematics and science work. They made some really clever puzzles about animals; I know this because they showed them to me and I really enjoyed trying to work out which animals they were describing so clearly in their writing.

The inspectors think you are doing well in lessons and this is helping you to reach good standards in reading, writing, mathematics and science. The quality of your art and design work, and your good achievement in music, drama, gymnastics and a range of sports are also helping you to enjoy school and develop your interests and particular talents. The staff and governors are doing a good job, especially in helping the school to grow and develop still further. The inspectors were particularly pleased to see that there have been good improvements to your writing since your last inspection in 2006.

We have asked your teachers to help you do even better by providing more tasks in lessons that will challenge and extend some of you even further. We would also like your teachers to check how well you are doing more often, just to make sure that you do not fall behind and to provide enough help when you need it to make sure you all reach your learning targets.

You can all help, too, by carrying on trying hard and supporting your teachers and each other as well as you do. The inspectors thought that you were all really mature and sensible, so keep it up. I wish you, your parents, staff and governors the very best and I am so pleased to have met you all.

Yours faithfully

Charalambos Loizou

Lead Inspector