

## Lewknor Church of England Primary School

### Inspection report

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<b>Unique Reference Number</b>	123128
<b>Local Authority</b>	Oxfordshire
<b>Inspection number</b>	327853
<b>Inspection dates</b>	25–26 March 2009
<b>Reporting inspector</b>	Vivienne McTiffen

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	77
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Hilary Lamb
<b>Headteacher</b>	Mr Jonathan Walker
<b>Date of previous school inspection</b>	17 May 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	High Street Lewknor Watlington OX49 5TH
<b>Telephone number</b>	01844 351 542
<b>Fax number</b>	01844 354 861

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<b>Age group</b>	4–11
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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. All pupils are from a White background and most are British. The proportion of pupils with learning difficulties is broadly average. The majority of these have moderate learning difficulties. More pupils than in most schools join or leave the school at other than the usual times. Children of Early Years Foundation Stage age are taught in a mixed-age class. There is a recently established after school club and holiday care provision, managed by the governing body. The school has a number of national awards including Activemark accreditation, and was awarded Oxfordshire Healthy School status in January 2009.

## 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. Its highly inclusive ethos means the level of care and support offered to all pupils is outstanding and greatly valued by parents. One commented, 'The school develops children in a variety of ways to help them become very well rounded'. Academic guidance is strong and has improved since the last inspection. This is because there is very good dialogue between pupils and teachers so pupils understand how they can improve. From the time they start school, all pupils are helped to realise their full potential, leading to their excellent personal development and well-being. Pupils enjoy school immensely, reflected in consistently high attendance rates. Behaviour is excellent. Particularly beneficial to pupils' well-being are the very strong links forged by the school with others. Central to this are noteworthy links with the church, parents and local community, enabling pupils to play an important part in the life of the locality.

Achievement has improved since the last inspection because of the school's rigorous evaluation of pupils' progress and a firm focus on improvement. Achievement is good, due to good teaching which matches work well to pupils' particular abilities. Although the picture can fluctuate from year to year (due to small numbers), a steady improvement has been seen in English and mathematics leading to above-average standards overall. In order to address some past underachievement, the school has reorganised the way in which science is taught, especially to Year 6 pupils. This has led to considerable improvement and above-average standards, with a large proportion of pupils achieving higher levels.

Improvement since the last inspection is good. The dedicated leadership of the headteacher and governing body has been instrumental in moving the school forward. They have a clear vision for the future and high aspirations to improve even further. The school is highly successful in recognising its own strengths and weaknesses and uses its excellent self-evaluation systems astutely to judge its effectiveness. A key development is the stringent monitoring of pupils' progress so the school has a very clear indication of how well individuals are doing. This has led to raised standards. The rise in standards is also due to improved teaching, with a greater focus on developing skills in literacy, numeracy and science. A creative approach to curriculum planning effectively links subjects together. However, the school is aware that current arrangements do not ensure a systematic progression of skills in all subjects, or provide enough chances for independent learning. Performance management processes have been implemented since the last inspection. Staff have responsibility for several areas of the curriculum, although they are not fully involved in managing the school. The headteacher recognises the need to extend the management structure in order to distribute leadership more evenly and enable staff to develop management expertise. The school is in a good position to continue to improve.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children start school with a range of attainment but generally their attainment is in line with expectations for their age, although this varies from year to year. For some, aspects of personal development are lower than expected when they come to school but most make very good progress. This is because strong emphasis is placed on helping children understand the need for good behaviour and how to relate to each other. Children are very well cared for and staff know children very well. There are good systems in place for identifying specific needs and helping children conform to classroom systems and routines. They quickly settle in and benefit

from the company of older pupils and the role models they provide. Good teaching matches work to ability so that children receive the right level of support. A good grounding in early reading and writing skills prepares them well for the next stage of learning. The colourful classroom environment ensures access to all areas of learning and good use is made of the outside area to extend experiences. Good links exist with parents to involve them in their children's learning. Assessment information is used very effectively to judge how well children are doing.

### **What the school should do to improve further**

- Develop leadership roles of staff more fully.
- Build upon the creative approach to curriculum planning by ensuring the progressive development of skills in all subjects, and maximising opportunities for pupils' independent learning.

## **Achievement and standards**

### **Grade: 2**

Children make good progress during the Early Years Foundation Stage so that most reach the expected levels by the time they reach Year 1 and some exceed them. By the end of Year 2, standards are above average, representing good achievement from average starting points on entry. Good progress is maintained through the junior classes so that, by the end of Year 6, standards remain above average. This picture is consistent over time in English and mathematics. The latest results for 2008 showed a marked improvement in science standards, which are now also above average. More able pupils, especially those of junior age, do well, as a high proportion reach the higher levels in all subjects. Pupils who have learning difficulties make good progress because of the level of support they receive.

## **Personal development and well-being**

### **Grade: 1**

Pupils are highly reflective of the needs of others, understand the consequences of their actions and get on extremely well together. One commented, 'We look after each other - we work as a team'. Local church projects contribute considerably to pupils' awareness of their place in the global community. Through their eco-work they show very good understanding of world issues and how they can help. The school council is involved in fundraising activities and contributes to school improvements. Pupils make an excellent contribution to the school and local community by taking on roles of responsibility and engaging in events such as the Farmers' Market. They grow their own produce in the kitchen garden and have a very good grasp of what constitutes a healthy lifestyle. They offer a range of suggestions on how to stay healthy and are fully aware of the importance of exercise and a balanced diet. Pupils feel very safe and value the 'Pink Books' where they can express any worries, fully confident they will receive support. Their positive attitudes and good progress in basic skills prepare them well for later life.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching is good. In mixed-age classes, teachers cater well for the different ages and abilities. This is because they make good use of assessment information to match work to individual needs. Lessons are interesting and motivate pupils to do their best. As one pupil commented, 'Teachers are really friendly and very encouraging'. There are plenty of opportunities for pupils to voice their opinions and work together, which develops confidence and self-esteem, although chances to find out for themselves are not so extensive. Year 6 pupils benefit from working in smaller groups, which has a positive impact on the amount of progress they make. Less able pupils are well supported, especially by teaching assistants, during group work. Teachers ensure pupils understand what is required and allow sufficient time at the end of sessions for pupils to share their work and evaluate their efforts. Marking in pupils' books, especially in literacy, often relates to the learning objectives of the lesson and explains how pupils can improve their work. However, this practice is not consistent in mathematics and topic work.

### Curriculum and other activities

#### Grade: 2

A vibrant curriculum, based upon topics and themed weeks, provides varied and interesting activities. A very good range of clubs, trips and visitors enhances pupils' experiences and enjoyment. They talk with enthusiasm about a visit by Zoo Lab when they handled exotic animals during their study of the rainforest. Residential visits provide opportunity to learn about varied localities. Good use is made of local facilities for swimming and gymnastics, while a variety of sports clubs allow talents to flourish. Pupils benefit from French lessons. Music and art are very strong features and are well supported by visiting teachers and local expertise. The after school club has a well-defined eco-focus and pupils who attend enjoy their involvement in the kitchen garden. The school is careful to focus on developing pupils' numeracy and literacy, which has resulted in improved standards and accelerated progress. Good use is made of pupils' skills in these subjects and information and communication technology (ICT) across other areas of the curriculum.

### Care, guidance and support

#### Grade: 1

Staff know all pupils' needs extremely well. One parent commented, 'There is a very strong caring culture'. Less able pupils and those with specific needs are successfully supported in their learning so they make at least as much progress as their peers. Staff are very understanding of pupils' emotional needs and help them to overcome any problems through excellent relationships and positive attitudes. A recently established programme for those with special gifts and talents is having a very beneficial effect on learning. The school has very effectively raised the profile of healthy eating and increased sports provision, leading to the Healthy School Award and Activemark accreditation. Stringent systems ensure pupils remain safe. The school knows exactly how well pupils are doing because it accurately measures individual progress. As a result, those who join the school at other than the normal times are quickly monitored and their progress is checked. Pupils are fully aware of their numeracy and literacy targets and actively evaluate for themselves how well they are doing. This is part of the school's drive to involve pupils more fully in their learning.

## Leadership and management

### Grade: 2

Together with his staff and the governing body, the headteacher promotes high-quality care and education. As a result of challenging but realistic targets, standards and achievement have risen since the previous inspection. Parents are highly supportive of the school's work and appreciate opportunities to be involved in their children's learning. Governors are fully committed to school improvement and play an active role in holding the school to account. They have been instrumental in creating on-site childcare and are keen to extend the provision to benefit pupils and parents. The school has a good understanding of what is required to promote community cohesion. Links with the local community are very strong. The curriculum, fundraising and links with other localities successfully promote pupils' understanding of being part of a wider national community. Leaders are taking effective action to further international connections to extend pupils' awareness of belonging to a global community.

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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 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?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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

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<sup>1</sup>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.

## Personal development and well-being

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

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	1
How well equality of opportunity is promoted and discrimination eliminated	1
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**

20 April 2009

Dear Pupils

Inspection of Lewknor Church of England Primary School, Watlington, OX49 5TH

Thank you for the welcome you gave me when I visited your school recently. I particularly enjoyed seeing your lessons and talking to you about the exciting things you do.

Your school is a good school. You told me how much you value the way in which your teachers look after you, which they do very well. You all seem very happy and get on very well together like a big family! You really enjoy school because you learn about so many interesting things. I was impressed by the way you judge how well you are doing and help each other to improve. Your behaviour is excellent and your attendance is better than normal. You are doing well in literacy, numeracy and science because your school is very good at keeping an eye on your progress.

Even though your school is a good school, your headteacher knows there are some things it could do to improve and I agree. You do well in developing literacy, numeracy and science skills and you do some research work in topics. I've asked the school to make sure that this happens in all subjects so that, as you get older, you develop more and more skills and become even more independent in finding out things for yourselves. I've also asked your headteacher to involve all the teachers in helping him manage the school.

I hope you will always enjoy coming to school.

Yours faithfully

Vivienne McTiffen

Lead Inspector