

North Leigh Church of England (Controlled) School

Inspection report

Unique Reference Number	123112
Local Authority	Oxfordshire
Inspection number	367428
Inspection dates	7–8 July 2011
Reporting inspector	George Logan

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 of pupils on the school roll	150
Appropriate authority	The governing body
Chair	Russell Evans
Headteacher	Clare Morgan
Date of previous school inspection	21 May 2008
School address	Park Road North Leigh Witney OX29 6SS
Telephone number	01993 881525
Fax number	01993 886828
Email address	office.3128@north-leigh.oxon.sch.uk

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Royal Exchange Buildings
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M2 7LA

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Introduction

This inspection was carried out by two additional inspectors. They visited nine lessons taught by six different members of staff. Inspectors held meetings with the Chair of the Governing Body and two other governors, and with staff and pupils. They looked at pupils' work, records of their progress, teachers' lesson planning, playtime activities and the school's documentation, which included records of teaching and the main improvement plan. Responses to inspection questionnaires completed by staff, pupils and by 73 parents and carers were also considered.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The accuracy of the school's evaluation of pupils' starting points, the consistency of progress which pupils make and the current levels of attainment of pupils in Years 2 and 6.
- The extent to which staff use assessment information effectively to plan challenging work to enable all pupils to make good progress.
- The effectiveness of senior leaders and managers, the governing body and subject leaders in developing the school's capacity to make improvements.

Information about the school

North Leigh Church of England School is smaller than the majority of primary schools. The school serves a predominantly White British community, with few minority ethnic groups represented. Most children who enter the Reception class have attended the voluntary pre-school located in the school grounds. There are no pupils at an early stage of learning to speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is broadly average. Most of these have moderate learning difficulties. However, the school has, in recent years, made provision for several pupils with profound learning needs. A low proportion of pupils are known to be eligible for free school meals.

The pre-school and the before- and after-school provision on the school premises are all independently managed and are subject to separate inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

North Leigh Church of England Primary School provides a good education. The commitment of the headteacher and the increasingly effective governing body has underpinned significant improvement in the last two years. Partnerships with parents and carers are good. Parents and carers have good opportunities to find out how better to support their children's learning. Pupils are cared for well. They greatly enjoy school and feel very safe there. Pupils are very well behaved and have positive attitudes to learning. Most pupils have a good understanding of healthy lifestyles, particularly diet, and actively participate in sport. Attendance is average.

Pupils' achievement and personal development are good. Children make good progress in developing their basic literacy and numeracy skills in Reception as a result of effective teaching and the good curriculum. Pupils' progress in Years 1 to 6 has improved significantly during the last two years because an increasing proportion of teaching is good. Although data on achievement at the end of Year 6 in the last school year were skewed by the low number of pupils, and their diverse needs, most made good progress. With the focus on improving outcomes in mathematics, progress has accelerated further in the current year. As a result, while attainment overall remains broadly average, it is now above average in both mathematics and reading. However, there has not been enough time to have the same impact on writing, where progress is not quite so consistent. This is the school's main focus for the next year. Reading has been a consistent strength of the school, with good progress leading to consistently good outcomes. The school has a well-developed system of individual academic targets, while teachers' marking generally provides pupils with clear guidance as to the next steps in learning. Despite mostly good teaching, however, there has not been enough focus on the quality and presentation of pupils' written work.

Good extra-curricular and enrichment provision contributes well to pupils' good personal development. Gifted and talented pupils increasingly benefit from the opportunities provided by the local cluster of schools and from the good partnerships with local secondary schools. Pupils with special educational needs and/or disabilities are effectively supported and make increasingly good progress.

The governing body has a good understanding of its role, constantly evaluates its own effectiveness and routinely holds school leaders to account. The governing body ensures that safeguarding procedures are good in most respects. School self-evaluation is thorough and generally accurate, although the evaluation of children's skills on entry is overly negative. The school has good capacity for improvement because there is a strong shared commitment, school leaders have a convincing record of past success and there is a clear determination to sustain improvement.

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What does the school need to do to improve further?

- Ensure that pupils continue to make the accelerated progress evident in recent terms so that standards are progressively raised by the end of Year 6, particularly in writing.
- Ensure that teachers have significantly higher expectations of the quality and presentation of pupils' written work.

Outcomes for individuals and groups of pupils

2

Attainment on entry to Reception is slightly below age-related expectations, especially in reading and writing. Learning across the school has improved, particularly in mathematics, as a result of initiatives to improve the consistency and effectiveness of teaching and support, to raise expectations and to ensure that activities are matched well to the needs of different groups. Support staff have been given additional training to enable them to support more effectively pupils with special educational needs and/or disabilities.

With more effective teaching, progress has accelerated in the last two years and this has had a positive impact on attainment in mathematics and reading, where outcomes are now above average. Where planning is sharply focused on pupils' needs, learning is generally good. In a successful, briskly paced, mixed Year 5/6 mathematics lesson on data handling, planning took account of the wide range of needs in the class. Very challenging extension activities were provided for the most-able Year 6 pupils. However, in another mathematics lesson for younger pupils, learning was much less rapid, because the more-able pupils found the task too easy, leading to some restlessness. A Year 4/5 music lesson took learning forward successfully, partly because of the teacher's good subject knowledge, but also because of good provision for the wide range of pupils' existing skills. In general, outcomes are best when teachers build on pupils' enthusiasm for learning. This was evident in, for example, a successful geography lesson in Year 6, where good teaching stimulated enthusiastic discussion around important environmental issues.

Personal development outcomes, including behaviour, are good. Pupils have good social skills and treat each other and adults with courtesy. The school council gives pupils a good awareness of the democratic process. Older pupils take responsibility for those who are younger, acting as peer mediators. Good social skills and broadly average, but rapidly improving, attainment in basic skills ensure that pupils are satisfactorily prepared for later life. Their spiritual, moral, social and cultural development is good. Several international links, developed through a project designed to bring schools from different countries in Europe together, contribute well to pupils' understanding of diversity. Local links, such as that with a city primary school, contribute to pupils' increased awareness of the challenges and opportunities of living in different social contexts.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching and learning are good. Relationships are a strength and pupils are keen to learn. Staff make effective use of interactive whiteboards to enhance their teaching. They use good questioning techniques to probe and extend learning in lessons. The curriculum is generally adapted well for pupils with special educational needs and/or disabilities. The impact of support staff has been enhanced by recent specialist training in the teaching of mathematics. This has had a significant impact on the effectiveness of their work. Intensive work on assessment has brought much greater consistency of practice. Together with rigorous pupil progress meetings, this has contributed to pupils' improved progress. Individual learning targets have been identified for all pupils and these now have an increasing impact on pupils' learning. Although there are inconsistencies across subjects, pupils are mostly given guidance through marking and commentary as to the next steps in learning. Opportunities for pupils to evaluate their own work and that of others are well established in writing, less so in other subjects. Expectations of the quality of pupils' written work are, however, inconsistent and, in general, not high enough.

The restructured curriculum offers a generally good range of learning experiences, with an increasing impact on outcomes. The use of whole-school topics promotes cross-curricular skills effectively. Hands-on experiences, when planned for, extend pupils' thinking and development well. There are good opportunities for art, music, sport and physical development. Personal, social, health and citizenship education is carefully planned and

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impacts well on pupils' personal development. External partnerships, including those with local secondary and independent schools, contribute well to improving teachers' practice and extending pupils' learning. A good range of special events, visits, enrichment activities and good extra-curricular provision all make a significant contribution to pupils' learning and enjoyment. They also contribute to pupils' good spiritual, moral, social and cultural development. Provision for able pupils is increasingly enhanced through activities arranged by the local group of schools.

All staff are responsive to pupils' needs. Transition arrangements are planned well, particularly in supporting pupils identified as potentially vulnerable. The school works effectively with support agencies. There is consistently good practice, as seen in several case studies, in supporting the health, social and behavioural needs of pupils in challenging circumstances.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher's purposeful leadership is rigorously focused on school improvement. Accurate school self-evaluation is appropriately reflected in the priorities identified in the school development plan. The headteacher's efforts are recognised by parents and carers who feel that the school is on the right track. In order to support more rapid improvement in the current year, the headteacher and governing body have deployed available resources creatively through engaging high quality external support to work alongside school leaders, targeting pupil progress and the need to raise attainment more rapidly in mathematics and writing, while sustaining the school's existing strengths. This decision has been well founded, with clear evidence of significantly improved progress and rising attainment.

Together, the staff form an enthusiastic team. In a relatively small, but growing, school, much has depended on the commitment of the headteacher. With new appointments for the next school year, a restructured senior leadership team is emerging. The roles of key subject leaders in monitoring progress and checking the quality of teaching and learning in their areas of responsibility are well established. Well-structured tracking systems have been put in place to monitor pupils' progress. Equality of opportunity is good. Pupils with special educational needs and/or disabilities have increasingly well-targeted support and most now make good progress.

Governance has improved significantly since the last inspection. Governors have defined responsibilities and are more visible in school while carrying these out. Statutory responsibilities are met. The governing body monitors all aspects of health and safety and

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safeguarding procedures are good. Governors' knowledge and skills in the interpretation of school performance data are good and they have a realistic and accurate view of the school's current performance and effectiveness.

The school works well with parents and carers, whose views are regularly sought and acted upon. Links and partnerships with agencies ensure good support for pupils who have specific needs. Community cohesion is effectively promoted in relation to diverse faiths and lifestyles through the curriculum and effective links with local and international schools.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Good induction arrangements, including home visits, establish an effective partnership with parents and carers and ensure that children feel safe. Children's welfare is a priority and they receive sensitive caring support. Children fully understand daily routines, behave well and build good relationships with adults and with other children. The indoor environment is attractive and generally well resourced. The outdoor area is adequately resourced for some areas of learning. However, it has few resources, such as wheeled toys or challenging climbing apparatus, to promote the development of children's gross motor skills.

Provision in the Early Years Foundation Stage is good. Good teaching of basic skills in literacy and numeracy enables reception children to make good progress in these areas. Ultimately, outcomes across most areas of learning are slightly above those expected on entry to Year 1. However, they are not quite as high in writing and reading as in the other elements. Focused adult-led activities, with support from a capable teaching assistant, ensure that children systematically develop their literacy and numeracy skills. Children

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frequently undertake practical activities indoors, with many opportunities to make choices and to take independent responsibility for their learning by initiating activities.

Although the school occasionally underestimates children's skills in initial assessments, ongoing assessment observations are thorough and provide an accurate picture of children's learning and attainment. The school has introduced learning journey files to track the progress of individual children and these are regularly shared with parents and carers. The leadership of the Early Years Foundation Stage is good.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A relatively high proportion of parents and carers responded to the survey. The great majority of these are happy with the school and the care it provides for their children. Almost all feel that the school engages well with parents and carers, that their children enjoy school and that the school has made good progress in recent years. One said, 'I could not have chosen a better school to provide my son's education.' This sentiment was echoed by several parents and carers. Inspection findings very largely support parents' and carers' positive views. A few parents and carers raised concerns about pupils' behaviour. However, inspectors noted no behavioural issues in class or around the school and judged behaviour to be good. A few parents and carers were concerned about the frequency with which they received information about their children's progress. Inspectors found that the pattern of three parents' meetings per year, plus regular written reports, compares favourably with most schools. However, in response to the comments made, school leaders intend to re-examine their current strategy.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at North Leigh Church of England (Controlled) School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 73 completed questionnaires by the end of the on-site inspection. In total, there are 150 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	63	27	37	0	0	0	0
The school keeps my child safe	44	60	29	40	0	0	0	0
My school informs me about my child's progress	22	30	40	55	6	8	0	0
My child is making enough progress at this school	25	34	40	55	4	5	0	0
The teaching is good at this school	28	38	40	55	1	1	0	0
The school helps me to support my child's learning	27	37	37	51	6	8	0	0
The school helps my child to have a healthy lifestyle	28	38	40	55	3	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	30	41	38	52	0	0	0	0
The school meets my child's particular needs	26	36	42	58	1	1	0	0
The school deals effectively with unacceptable behaviour	24	33	37	51	7	10	1	1
The school takes account of my suggestions and concerns	23	32	40	55	5	7	0	0
The school is led and managed effectively	34	47	33	45	4	5	0	0
Overall, I am happy with my child's experience at this school	44	60	27	37	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



11 July 2011

Dear Pupils

**Inspection of North Leigh Church of England (Controlled) Primary School,
Witney OX29 6SS**

Thank you for making us so welcome when we visited your school. We enjoyed meeting you, hearing your views and spending time in lessons. We found that yours is a good school. These are the things we liked best.

- You have good attitudes to learning and make increasingly good progress, particularly in reading.
- Those of you in Reception make good progress and are well looked after.
- Teaching and learning are good in most lessons.
- You feel very safe in school and you behave well.
- You undertake many jobs and make a good contribution to the school, and have good links with the local community, particularly through the church.
- Staff care for you and support you very well.
- You understand the importance of eating healthily and staying fit.
- The provision for visits, clubs and after-school activities is good.
- The leadership of the school, including the role of the governing body, partnerships with other schools, links with parents and carers, and the efforts made to keep you safe, are good.

To help you do even better, we have asked the school to do the following things.

- Ensure that you continue to make the rapid progress you have been making in recent terms so that standards are raised further by the end of Year 6, particularly in writing.
- Ensure that you improve the quality and presentation of your written work.

All of you can help by continuing to work hard and doing your best. We hope that you will have every success in the future.

Yours sincerely

George Logan
Lead inspector

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