

# William Fletcher Primary School

## Inspection report

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<b>Unique Reference Number</b>	123023
<b>Local Authority</b>	Oxfordshire
<b>Inspection number</b>	340259
<b>Inspection dates</b>	2–3 February 2010
<b>Reporting inspector</b>	Ruth Westbrook

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	179
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Stepney
<b>Headteacher</b>	Christopher Laybourn
<b>Date of previous school inspection</b>	1 June 2007
<b>School address</b>	Rutten Lane Yarnton Kidlington OX5 1LW
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons, observed 10 teachers and spent the majority of their time observing learning. Meetings were held with governors, staff and pupils. Inspectors observed the school's work, and looked at school improvement plans, key policy documents, assessment information, governors' minutes and pupils' books. Safeguarding procedures were also checked. In addition, 55 parent questionnaire responses were received and analysed together with questionnaire responses from staff and pupils in Key Stage 2.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well writing skills are being developed across all areas of the curriculum
- the effectiveness of plans to promote community cohesion and the impact of this on pupils' cultural development
- the effectiveness of strategies to raise children's achievement in communication, language and literacy in the Early Years Foundation Stage.

## Information about the school

This is a small primary school. The Early Years Foundation Stage is provided in one Reception class. Most pupils come from White British families and almost all use English as their first language. The proportion of pupils with special educational needs and/or disabilities is below average. Their needs mainly relate to specific learning difficulties and speech, language and communication difficulties. The number of pupils eligible for free school meals is below average. The school has Healthy School and Activemark accreditation.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a satisfactory school. It is improving because there is a strong commitment from all staff and governors to raise pupils' achievement from satisfactory to good. Pupils make the progress expected of them from their starting points. In 2009 national tests, Year 6 pupils' attainment improved markedly in all subjects, although it remained broadly average overall. In writing, too few pupils reached the higher level of attainment. The quality of teaching and assessment of writing is variable across the school. Consequently, all pupils do not have challenging opportunities to develop their writing skills across all subjects and do not receive clear targets and guidance on how to write well. The planning of these opportunities and the guidance given are not always demanding enough to secure good progress.

All the adults in the school take good care of the pupils so that a number of aspects of pupils' personal development are good. Attendance is above average and behaviour is good. Warm and friendly relationships between all members of the school community help pupils to feel safe and secure within a school where they say, 'everyone counts'. The Reception class provides a strong foundation for this. Good relationships are established with parents before children start school and these are fostered well as pupils move through the school.

In those areas which have been a focus of the school's self evaluation, leaders have a clear picture of the school's effectiveness and have taken effective action to promote improvement. The school does not check thoroughly enough across all areas of its work. This has led to variability in the quality of aspects of provision and unevenness in outcomes for pupils. Nevertheless, leaders have demonstrated that their planned actions can bring about improvement, as evidenced by raised attainment in all subjects in 2009. This indicates that the school has satisfactory capacity to improve.

## What does the school need to do to improve further?

- Consolidate the effectiveness of leadership and management by:
  - developing the skills of leaders at all levels in accurate and thorough self-evaluation to ensure that actions taken to bring about improvement have a consistently strong impact in all areas
  - making better use of assessment information to review pupils' progress frequently and set high expectations for individuals and groups of pupils.
- Raise standards of attainment in writing by ensuring that:
  - lessons are consistently challenging and meet the needs of pupils of all abilities

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- good quality marking gives pupils feedback regularly on what they have done well and identifies their next steps to improve their writing
- opportunities are carefully planned within the curriculum so that pupils can practise different styles of writing.

**Outcomes for individuals and groups of pupils**

**3**

By the end of Year 6, pupils' attainment is broadly average in English, mathematics and science. Pupils have good attitudes towards their learning and when they are engaged in an activity or discussion their learning accelerates. This was the case in a Key Stage 2 mathematics lesson when pupils enjoyed working enthusiastically in pairs solving a coin maze. The teacher chose pairs carefully and planned activities with the appropriate level of challenge to match the abilities of the pairs. Pupils all achieved well. In the minority of lessons where teachers expect pupils to work at the same pace on the same task or when they talk to pupils for too long and do not expect them to make a contribution, then the pace of learning slows. Pupils with special educational needs and/or disabilities say they value the additional support which they receive, and it helps them to make the same progress as their friends.

Pupils have a good understanding of how to live healthy and safe lives. They are particularly active at break times and their levels of participation in sports clubs and competitions are high as endorsed by the regular achievement of Healthy School and Activemark awards. Pupils say bullying is rare but they trust the adults in school will help them should they need it. Pupils' spiritual, moral, social and cultural development is satisfactory. Moral and social development are the stronger elements, as demonstrated by pupils' good behaviour. Opportunities for links with children from other cultures and backgrounds are limited to those in the immediate community. Year 6 pupils relish the roles which they take on to make a contribution to the school and local community, but opportunities for other age groups are fewer.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b>	
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<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>3</b>
	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

While there are examples of good teaching and learning, it is satisfactory overall. In the majority of lessons, teaching and learning is good, pupils are quickly engaged by activity and they are encouraged to develop their own ideas by talking to others. Effective planning builds on previous learning and meets the needs of different abilities within the class. Planning takes account of how all adults in the classroom will support the next steps for individual pupils. In the significant minority of lessons where teaching and learning are satisfactory, planning is less effective in meeting the different needs of pupils and does not take enough account of what pupils have learnt before. Because of this, teachers' expectations of what pupils can achieve are not always as high as they should be. Recently, there has been a strong focus on developing the use of assessment so that pupils' progress accelerates from satisfactory to good. This work is having a positive impact. There are good examples of teachers using marking to give pupils clear feedback on their work. The quality of this is variable, so that some pupils have less information than they need to make good progress.

There is a wide range of activities within the curriculum which enrich pupils' enjoyment of learning. Pupils value highly the excellent opportunities for pupils of different ages to experience residential visits. Opportunities for pupils to develop their talents in the arts and sport and to learn a foreign language are good. Recent developments within the curriculum to encourage greater creativity are increasing the sense of enjoyment for staff and pupils. The school has not yet been able to evaluate the effectiveness of its new curriculum model on outcomes at all key stages. Some aspects of personal development are well promoted such as healthy and safe lifestyles. There are missed opportunities in subjects for pupils to practise their writing and information and communication technology skills.

Pupils who have particular needs, including pupils who have special educational needs and/or disabilities, are identified early and are supported well, either individually or in small groups. There are well-established links with parents and external agencies which aid this support. Arrangements to support children who are transferring schools are carefully thought out and are particularly helpful for those pupils who might be more anxious than others.

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*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

School leaders, including governors, have an accurate view of strengths and areas for development. Improvement plans are adequate and focus on appropriate developments. The monitoring and evaluation of their implementation is not systematic enough to bring about sustained improvement. This has been the case particularly in plans to improve writing where leadership has changed during the last year. Senior leaders use newly established systems to check the progress of pupils regularly. They do not take enough account of the information that is provided to ensure that high expectations are shared consistently with higher-ability pupils and to plan further intervention where necessary. This is why the school's work in promoting equal opportunities is satisfactory rather than good. Also pupils with special educational needs and/or disabilities are well supported, but more able pupils could sometimes benefit from greater challenge. Governors ensure that staff and pupils are safe through effective safeguarding procedures which are regularly reviewed. Resources are effectively managed. The school's promotion of community cohesion is satisfactory. It has developed a harmonious and well-knit community with a number of established links within the surrounding area. Plans to build links with communities further afield are at an early stage of development.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>

<p><b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms</p>	
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children make a good start in the Reception class. Most children come to school with abilities which are similar to those expected for their age. Children make good progress so that by the time they move to Year 1 their attainment is a little above average. This is because good teaching develops children's literacy and numeracy skills through a range of interesting activities. The classroom is a secure and stimulating place where children have suitable opportunities to choose what to do for themselves. There are excellent opportunities for children to learn about other cultures. Children have good relationships with all adults and are keen to share their learning experiences with them. Behaviour is good because it is reinforced by well-understood systems and rewards. Thorough assessment of children's progress ensures that staff are able to identify gaps in learning and plan opportunities for these to be met. The outdoor space is used well as an area for exercise, but there are some missed opportunities where adults could challenge and extend learning through outdoor activities. Relationships with parents are effectively established through the induction process and there are well-established systems for parents to support their child's learning. As one parent says, 'The reading book is an effective way of me and teachers communicating about his progress.' Evaluation by the leadership of the Early Years Foundation Stage established that, last year, younger girls' achievement in communication, language and literacy was not as good as in other areas. Leaders and teachers have take account of this in planning this year's curriculum and improvement strategies have been effective.

### *These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

The very large majority of the parents' and carers' questionnaire returns were positive. Almost all parents and carers who responded felt their children enjoyed school and that the school kept them safe. This comment from one parent is typical of many received: 'This is a lovely school with a happy atmosphere which means the children want to learn.' The few concerns expressed by parents and carers relate to individual



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circumstances and have been investigated and, where appropriate, addressed in the body of the report.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at William Fletcher Primary 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 55 completed questionnaires by the end of the on-site inspection. In total, there are 179 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	67	18	33	0	0	0	0
The school keeps my child safe	37	67	17	31	1	2	0	0
The school informs me about my child's progress	27	49	25	45	2	4	1	2
My child is making enough progress at this school	23	42	27	49	4	7	0	0
The teaching is good at this school	31	56	23	42	0	0	0	0
The school helps me to support my child's learning	26	47	24	44	2	4	0	0
The school helps my child to have a healthy lifestyle	24	44	30	55	0	0	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)	22	40	25	45	24	7	0	0
The school meets my child's particular needs	25	45	22	40	5	9	1	2
The school deals effectively with unacceptable behaviour	25	44	21	38	4	7	1	2
The school takes account of my suggestions and concerns	18	33	32	58	1	2	1	2
The school is led and managed effectively	22	40	25	45	5	9	0	0
Overall, I am happy with my child's experience at this school	34	62	21	38	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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



4 February 2010

Dear Pupils,

Inspection of William Fletcher Primary School, Kidlington OX5 1LW

Thank you for giving us such a warm welcome on our recent visit, and for sharing your views on the school in discussions and through the questionnaires. These have been very helpful. Now, I would like to share with you what I have found out.

- Your school provides you with a satisfactory standard of education.
- You make satisfactory progress in your work and reach standards in line with other pupils nationally by the time you leave.
- Your headteacher and his staff look after you really well and because of that, you feel safe in school. You trust the adults in your school and know they will help you if you need it. You behave well towards each other.
- You enjoy school a great deal, which is why you attend well. You enjoy lessons more when you are active and doing things with others. You told us how much you value the wide range of opportunities which your school gives you and particularly enjoy the residential visits.
- You know how to keep healthy. I enjoyed watching you keep fit by playing semi-circles so enthusiastically. You told me how much you enjoy the karate lessons, and how they help you develop a number of skills.

So that the school continues to improve, we are asking the adults in charge to check carefully how well the school is doing and on the progress you are making, and to plan carefully for further improvements. We are also asking them to help some of you to make more progress in your writing. This will be done by giving you clear information on the next steps you need to take and by giving you opportunities to practise your writing skills as often as possible. I hope you will help your headteacher and his staff to put new plans in place and continue to work hard and achieve your best.

Yours sincerely,

Ruth Westbrook

Lead Inspector

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