

Inspection of a good school: Lewknor Church of England Primary School

High Street, Lewknor, Watlington, Oxfordshire OX49 5TH

Inspection dates:

5 February 2020

Outcome

Lewknor Church of England Primary School continues to be a good school.

What is it like to attend this school?

Leaders and governors have high expectations for pupils at Lewknor. They are passionate about what they do and want the very best for every pupil. Pupils thrive at this school. They love learning and are curious and confident learners. Pupils leave Lewknor academically and socially very well prepared for secondary education. They achieve particularly well in reading, writing and mathematics.

The school's strong values and Christian ethos are woven through daily life at Lewknor. There is a real community feel in this popular and highly regarded school. Values such as integrity, friendship and kindness underpin relationships across the school. Pupils behave exceptionally well. They get on well together and the school is a happy place of learning. Pupils feel safe and say that there is no bullying.

Pupils enthuse about school life. They enjoy the school's wide-ranging extra activities and clubs. The 'daily mile' cookery club and judo are just some of the many activities on offer.

What does the school do well and what does it need to do better?

Leaders make sure that all pupils benefit from a vibrant curriculum. They have carefully planned the curriculum in reading, mathematics and science. In these subjects, leaders have set out the essential knowledge and skills that pupils need to learn. This gives teachers clear guidance about the order in which they need to teach new knowledge. Recent improvements to mathematics include more opportunities for pupils to reason and deepen their knowledge.

Teachers tackle the teaching of phonics and early reading well in Reception. Teachers are quick to spot if any pupils are not keeping up. They are also adept at ironing out any mispronunciations or errors. When needed, teachers provide timely extra support to help pupils catch up. Story times introduce pupils to new texts and contribute to pupils' enjoyment and love of reading.

Pupils read fluently and with understanding as they progress through key stage 2. Pupils enjoy reading and many bring in their own books from home to read in school. However, pupils in key stage 2 do not study texts in enough depth. This limits their familiarity and understanding of how different texts are structured.

Leaders have made reading a priority and have taken prompt action to address the unexpected dip in phonics in 2019. They have recently reinvigorated the school's reading resources. Pupils now have a wider selection of books that are well-matched to their reading skills. Leaders are also improving the range and quality of non-fiction texts available to pupils in the library.

Leaders' plans to develop the curriculum in other subjects are well on the way. For example, in history they have set out how and when pupils learn historical skills. Topics are now taught in a more logical order. Even so, leaders have not yet thought carefully enough about the historical knowledge that pupils will acquire over time. As a result, pupils' learning is not as deep as it could be. Leaders also acknowledge that the curriculum is not so well developed in subjects like computing and art and design.

There are many strengths in teaching. Teachers' subject knowledge is strong, and they bring learning to life. Teachers pose questions to check pupils' understanding and to deepen their learning. Teachers also revisit important knowledge to help pupils remember what they have learned. In science and mathematics, teachers help pupils to connect their learning to real-life situations.

Pupils with special educational needs and/or disabilities (SEND) are fully included in school life. Staff accurately identify any barriers pupils have to their learning and adapt the curriculum well to cater for pupils' needs. This enables pupils with SEND to achieve well.

Pupils live up to leaders' high expectations of their behaviour and there is a strong culture of learning in the school. Staff 'go the extra mile' to provide a wealth of activities beyond the school day. Concerts and visits to theatres and museums broaden pupils' outlook and open new doors. This aspect of the school is a strength and makes a strong contribution to pupils' personal development and learning.

Staff work hard as a tight-knit team. They thoroughly enjoy working at the school and feel well supported. Governors know the school well and provide both challenge and support to leaders. Parents have nothing but praise for Lewknor and typically describe the school as 'amazing'.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is always on the agenda at Lewknor and pupils' well-being is top priority. Staff know pupils and their families very well and are alert and responsive to any concerns. Leaders call on additional support and advice from external agencies to help keep pupils safe. Record-keeping is systematic. Regular safeguarding training keeps staff

knowledge up to date. The school's computing curriculum ensures that pupils learn about e-safety. Pupils have a good understanding of how to keep safe, including when online.

Leaders and governors are wisely taking steps to strengthen site security.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum offers a broad range of subjects. Subjects such as reading, science and mathematics are carefully planned and sequenced. This is not the case in all subjects. This means that in subjects such as history pupils do not learn as well as they could. Leaders should implement their plans to strengthen the curriculum in foundation subjects to include the knowledge that pupils should know and the order in which they should learn it. It is clear from their plans and actions that they are in the process of bringing this about.
- Pupils in key stage 2 do not have enough opportunity to study quality texts in depth. This means that they do not have a deep enough understanding of how different books are structured, including the underlying themes and authorial style. Leaders need to further strengthen the reading curriculum to include more opportunities for this in key stage 2.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged Lewknor Church of England Primary School to be good in June 2012.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	123128
Local authority	Oxfordshire
Inspection number	10122262
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	89
Appropriate authority	The governing body
Chair of governing body	David Pickard
Headteacher	Deborah Cole
Website	www.lewknor.eschools.co.uk
Date of previous inspection	22 July 2016

Information about this school

- The school runs a breakfast club for pupils.
- The number of pupils on roll has increased since the previous inspection from 74 to 89.
- The school is designated as having a religious character. It received its section 48 inspection in June 2017 when this aspect of the school's work was judged to be outstanding.

Information about this inspection

- During this inspection, we did deep dives in these subjects: reading, mathematics and science. Inspectors met with subject leads, visited lessons, talked with pupils about their learning and looked at pupils' work in books. We sampled curriculum plans and looked at pupils' work in history. We spoke with some teachers about the curriculum and pupils' work in computing.
- Inspectors met with the headteacher, the senior teacher and other teachers.
- The lead inspector met with the chair and vice-chair of governors and held a telephone conversation with a representative from the local authority.

- Inspectors observed pupils' behaviour at different times of the day, including during morning break.
- Inspectors reviewed the school's safeguarding records and the school's record of recruitment checks for staff.
- Inspectors considered the 41 responses to Ofsted's online survey, Parent View. One inspector spoke with parents before the start of the school day.
- Inspectors considered the views of staff during meetings with them and took into account the six responses to Ofsted's survey for staff. Inspectors also considered the 26 responses to Ofsted's pupils' survey.

Inspection team

Sue Cox, lead inspector

Ofsted Inspector

Joyce Lydford

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:
<http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020