

**Education Quality  
Annual Visit to  
Tier 2 Schools**



**OXFORDSHIRE  
COUNTY COUNCIL**

<b>Name of System Leader:</b> Sandra North		<b>Role (indicate all that apply):</b> NLE
<b>School visited:</b> Lewknor C of E Primary School	<b>Date of visit:</b> Tuesday 4 <sup>th</sup> April	<b>Time in school:</b> 0930 -1130

Position	Name	Email address
Headteacher	Deborah Cole	
Chair of Governors	David Pickard	
Other relevant school staff		

Areas discussed
<p>Follow up from the school's Position Statement</p> <p><i>In the challenges of the new tests the school did well, with results above national and local levels. There are small cohorts, and so the proportion of small cohorts has an impact. EY, Phonics and KS1 results all high.</i></p>
<p>Is the school facing any specific challenges? If so, what plans are in place to address these?</p> <p><i>Maths has been a focus since the last Ofsted. The current in-year data shows that all EY are expected to make GLD in maths, and the vast majority of children in KS1 will be at expected levels or above. At the end of KS2, again the vast majority of children will be at expected levels or above. The trajectory of good results looks to continue.</i></p>
<p>Is the school prepared for inspection, for example, is there an accurate and up-to-date SEF in place?</p> <p><i>The school is prepared for Ofsted, although as the last inspection was in July 2016, an inspection is not expected.</i></p>
<p>Does the headteacher report that there are robust safeguarding arrangements in place?</p> <p><i>There are robust safeguarding arrangements in place. We discussed extending the number of designated safeguarding leads in line with current guidance.</i></p>
<p>Does the headteacher believe that the school's website adheres to statutory requirements?</p> <p><i>The website is up-to-date, meets requirements and the is regularly monitored for content. The weekly newsletter on the website is very well received by the school community.</i></p>
<p>What areas of good practice does the school have (eg in specific areas such as curriculum, assessment, leadership, or governance)? Would the school have capacity to support other schools in these areas?</p> <p><i>There are high expectations across the school with committed staff. Lesson observations show that teaching is always good and often outstanding, and the support staff work at a high level. Performance management is incisive with targets revisited and all staff working towards objectives. All children have focussed interventions, resulting from marking and feedback, including response to feedback, targets for pupils. There are timetabled interventions for all children, sometimes individualised, sometimes in groups. Interventions are planned following marking, and are fluid, responding to need and developing</i></p>

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*confidence. With such detailed knowledge of each pupil the staff can tailor learning their needs. The school moderates writing across the partnership and involves secondary colleagues.*

*The behaviour across the school is excellent, with good learning attitudes, and pride in their work. There is a strong caring attitude with the children in Year 5 and 6 looking after the younger children, and run clubs at lunchtime to support younger children playing. The school provides opportunities for the children to share their learning with the school community, with open evenings and transformation evenings. The weekly Friday assemblies are very well supported and appreciated.*

Current School Self-Evaluation	Grade and comments
Leadership and management	<i>Outstanding – pupils and staff excel, there are high expectations for all with disadvantaged learners making good progress. The school is well-supported and challenged by governors. The school is reflective with high levels of professional debate.</i>
Teaching, learning and assessment	<i>Outstanding – there is a high level of professional trust, and high levels of child-led learning. The pupils are involved in designing the curriculum and are motivated to learn. There has been a focus on maths using a Lesson Study Model, which has had a good impact on teaching and learning. Assessment of writing is based on the interim framework, with Ros Wilson being used across the school. Abacus is used for teaching maths together with Twinkl. There is a focus on teaching reading comprehension.</i>
Personal development, behaviour and welfare	<i>Outstanding - the children have excellent attitudes to their learning and are proud of their school, confident to discuss issues and can empathise with others. There are strong relationships between children and staff, attendance is good and there is very little low-level disruption. A Reflection Room is used for putting things right and children are often able to resolve their differences.</i>
Outcomes for pupils including vulnerable learners	<i>Outstanding - standards are high across the school, and the school is confident with their approach through the curriculum. The school is using its own data tracking system, and has detailed showing attainment and progress.</i>
Early Years Foundation Stage	<i>Outstanding – the Reception teacher is a creative, committed and inspirational practitioner. Some children come in with relative low levels but make very good progress.</i>

**Any further comments:**

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*Maths was an issue in the last Ofsted report and the school has had a high focus on maths and has investigated a range of different approaches. There is a high level of confidence in their delivery of maths across the school, and data shows good levels of progress including vulnerable groups.*

*All indications are that Lewknor is an aspirational and ambitious school, working at an Outstanding level.*

**Distribution:**