

Inspection of a school judged good for overall effectiveness before September 2024: Leafield Church of England Primary School

The Green, Leafield, Witney, Oxfordshire OX29 9NP

Inspection date: 28 January 2025

Outcome

Leafield Church of England Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Rhiannon Abberley. The school is part of the Oxford Diocesan Schools Trust (ODST), which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Anne Dellar, and overseen by a board of trustees, chaired by Kathy Winrow. There is also an executive headteacher, Tim Edwards-Grundy, who is responsible for this school and one other school.

What is it like to attend this school?

Pupils are happy and enjoy coming to this school. Relationships are caring and respectful. Pupils treat each other with kindness. They say that everyone gets on well together and behaviour is good. This reflects the positive culture of the school.

Staff have high expectations for pupils' learning. Children in the Reception class settle in quickly. They develop strong communication, reading and mathematical skills. Many, for example, enjoy counting numbers up to 100. Pupils, including those with special educational needs and/or disabilities (SEND), are well supported to achieve their best.

Throughout the school, visits and visitors enliven the subjects that pupils learn. The school helps pupils to develop their physical skills well. Pupils take part in a range of sports and other activities, such as forest school. Pupils learn how to stay safe when out and about. They learn, for example, how to cross the road safely. Many pupils have a deep interest in the natural world. Members of the eco-committee are proud of the way that they are encouraging sustainable travel to school. The school succeeds in its vision to 'develop young people with healthy enquiring minds, compassion for others and the courage to act'.

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

The school's curriculum is ambitious and well structured. Knowledge is well sequenced. This helps pupils to secure new ideas, building on what they already know.

Teachers carefully check on what pupils know and remember. They make sure that pupils revisit and recap on previous learning. Typically, teachers have secure subject knowledge. For example, in mathematics, they show pupils how to use their understanding of multiplication facts to solve problems. In a small number of subjects, teachers do not have sufficient subject knowledge to deliver the curriculum as the school intends.

There are clear systems in place to identify and meet the needs of pupils with SEND. For example, skilful support is given to any pupil with communication or social interaction needs. Experienced staff work with parents, carers and external specialists to ensure that pupils get the help they need. Staff make careful adaptations to the curriculum, if required. As a result, pupils with SEND learn well.

In the Reception class, children get off to a good start. They are happy, confident and play harmoniously with their friends. For example, children are encouraged to share and take turns when exploring in the mud kitchen. Staff check children's understanding carefully. This helps them to provide activities that develop children's skills and understanding. Pupils delight in coming to school and attend well. They say this is because they like playing with friends, stroking the school dog and looking after the school's hedgehogs and tortoise.

The school has prioritised reading. Pupils quickly become confident readers. Pupils begin learning phonics as soon as they start school. Staff are expertly trained to teach a well-sequenced system. Pupils who have fallen behind the expectations of the phonics programme receive effective support to help them catch up. For example, they have extra opportunities to read to adults. Older pupils also enjoy listening to younger pupils read to them. The school has carefully considered the books that are available in school. This ensures that pupils experience a varied reading curriculum. Pupils talk at length about the books they have read. As they progress through the school, they read increasingly complex stories and poems that cover a wide range of topics.

Leaders carefully choose activities that support pupils' wider development. The school has strong links with the local community, and pupils often take part in village events. Pupils know what it means to be a responsible citizen. For example, they learn about the principles of democracy by voting pupils onto the school parliament. Pupils understand the difference between healthy and unhealthy relationships. They know about boundaries and how to keep themselves safe. Pupils appreciate the guidance that staff give them to help them to stay safe when online.

Pupils have a deep understanding of diversity. They talk with maturity about different families, faiths and cultures. Pupils understand the importance of helping people who are

less fortunate than themselves. They raise money for local and global charities. Pupils understand that this is part of being a good citizen.

The trust has been pivotal in ensuring that, during a period of staff change, the school's standards have been maintained. Now, with new leadership in place, the school is continuing to improve. Staff appreciate the school's thoughtful support for their well-being and work-life balance.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

Information for the school and appropriate authority

- In some subjects, teachers do not have the subject knowledge they need to identify what pupils already know and can do. This means that new learning does not always build on pupils' existing knowledge. The school should ensure that staff have the expert subject knowledge to deliver the curriculum as intended.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, Leafield Church of England (Controlled) Primary School, to be good for overall effectiveness in June 2014.

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 information from Ofsted Parent View 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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	143986
Local authority	Oxfordshire
Inspection number	10341841
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	83
Appropriate authority	Board of trustees
Chair of trust	Kathy Winrow
CEO of the trust	Anne Dellar
Headteacher	Rhiannon Abberley
Website	www.leafield.oxon.sch.uk
Date of previous inspection	18 September 2019, under section 8 of the Education Act 2005

Information about this school

- The school is part of the ODST.
- The headteacher and executive headteacher have been in post since September 2024.
- There are breakfast and after-school clubs, which are run by the school.
- The school uses one registered alternative provider.
- The school is part of the Diocese of Oxford. The school's last section 48 inspection for schools with a religious character took place in June 2017. The next section 48 inspection will be within eight school years.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the executive headteacher, the headteacher and other staff. There were meetings with trustees, members of the local governing body and the CEO. Discussions were held with groups of pupils. There was also a phone conversation with a representative of the local diocese.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors gathered parents' views by considering the responses to Ofsted's online survey for parents, Ofsted Parent View, and by informal discussions with parents at the end of the school day. The inspectors also reviewed responses to Ofsted's online staff and pupil surveys.

Inspection team

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