

Oxon Church of England Primary School

Racecourse Lane, Bicton Heath, Shrewsbury SY3 5BJ

Inspection dates 12–13 May 2016

Overall effectiveness **Outstanding**

Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- The headteacher provides outstanding and visionary leadership. He has been determined and successful in providing the very best teaching.
- The headteacher is extremely well supported by the deputy headteacher and other leaders who share his commitment to providing the very best for pupils across the school.
- Pupils make outstanding progress from their different starting points. The very large majority of pupils reach or exceed age-related standards in reading, writing and mathematics.
- The youngest children get off to an excellent start in the Reception classes as a result of outstanding teaching, strong leadership and highly effective support for children and families.
- Teachers receive excellent support and training from leaders. This has led to considerable improvements and outstanding teaching.
- Pupils reach high standards by the end of key stage 1. There have been significant improvements to teaching so that pupils make good progress in Year 1. However, pupils could still be doing better by building on the excellent start made in the early years.
- The curriculum is a real strength of the school and is enriched by an extensive programme of creative and performing arts and sport.
- The staff provide exceptional care, teaching and support for disadvantaged pupils who achieve as well as others across the school.
- Teachers' assessments and well-planned support, ensure that pupils who have special educational needs or disability make outstanding progress.
- Leaders have devised helpful assessment systems as part of the revised national curriculum without levels. They recognise that further refinements and adjustments to assessments are needed to maintain standards and pupils' current progress.
- Leaders and staff place a strong emphasis on the school's core values which successfully promote tolerance, respect for others and outstanding behaviour.
- The teaching and curriculum provided are successful in promoting pupils' outstanding spiritual, moral, social and cultural development. Pupils are very well prepared for the next stage in their education and for life in modern Britain.
- The school goes above and beyond what is required to ensure that pupils are safe.
- Governance is strong. Governors share the headteacher's high aspirations. They are skilled, knowledgeable and rigorous in holding leaders to account.

Full report

What does the school need to do to improve further?

- Build on the secure foundations laid in the early years to make sure that:
 - teachers in Year 1 plan work for the children that builds on what they have learned in the early years
 - the children continue to make the same rate of progress in Year 1 as they did in the early years.

- Make sure that there is a continued focus on refining assessment systems as part of the revised national curriculum without levels. Use assessment information to maintain high standards in reading, writing and mathematics and to show more clearly the rate of progress made by each pupil in every year group.

Inspection judgements

Effectiveness of leadership and management is outstanding

- The headteacher is a strong leader who is respected by his colleagues, both within the school and in the wider community of schools across the local authority. He is innovative and determined that the school places at the front and centre of its endeavours the best interests of pupils and families.
- The headteacher, deputy headteacher and governors have been highly effective in ensuring that pupils achieve high standards in both their academic and personal development. Leaders and staff are very committed to developing an inclusive and vibrant learning community. As a result, pupils behave exceptionally well, are keen to learn and make a positive contribution to their school and community.
- Teachers benefit from a wide range of support and training, which is also very effective in developing the skills of newly qualified teachers. Staff morale is high and teachers told inspectors that they felt very well supported by leaders in improving their teaching. Teachers and support staff believe that expectations of them are high. The most consistently effective and strongest teachers and phase leaders are on hand to support and influence the work of other staff. This ensures continual improvement as staff pull together collectively towards achieving excellence and high standards.
- Leaders demonstrate very good capacity for sustained improvement. Senior leaders make accurate evaluations of teaching based on a range of robust monitoring of pupils' work and visits to lessons. Staff who manage phases of the school and subjects check very carefully that teaching and the performance of pupils continually improve. Where relative weaknesses are identified, leaders are prompt in raising this with staff and work with them to bring about improvements.
- The headteacher and governors have been determined and successful in securing good improvements to teaching and learning across the school since the previous inspection. Having strengthened the early years provision, increasing numbers of children are reaching a good level of development by the time they start Year 1. Improvements have also been made to teaching in Year 1, although there are still further refinements required to the teaching and planning to ensure that pupils make the same outstanding rates of progress seen in the early years when joining key stage 1.
- The pupil premium is used very effectively to make sure that the progress that disadvantaged pupils make is identified and that appropriate interventions, teaching and support are provided. Additional teachers and teaching assistants are timetabled very effectively to meet the needs of disadvantaged pupils.
- The school makes very effective use of the primary physical education and sports grant. There is a strong and ambitious sporting tradition in this school, exemplified by the fact that one of the school's famous former pupils is the current England football goalkeeper. Sports coaches and teachers provide an excellent range of activities for pupils to participate in during lessons and after-school sports. A large number of pupils take part in physical activities outside of lessons and extra-curricular sport, swimming, athletics, dance and gymnastics are strong features of the school's provision.
- The school's curriculum is outstanding. Pupils are energised and enthused by the many and varied cross-curricular themes, topics and subjects they study. Work in science, geography, history and in a modern foreign language is usually of a high standard. Pupils find learning engaging, enjoyable and relevant as they apply their language and mathematics skills to other subjects and topics. Interesting themes and activities which have a strong focus on children's literature help pupils to read widely and often, so they improve their confidence and skills in reading and writing. This is helping to develop a love of reading across the school.
- Included within the school's strong curriculum are opportunities to take part in high quality residential and adventurous outdoor visits and activities. The school has strong and well-established links with the Kamukuywa Anglican Church Primary School in Kenya, which enhances the very strong links fostered by the school's local church community. Pupils have learned about Kenyan society and cultural influences on its people in the modern world.
- The school has made enormous improvements to the information and communications technology (ICT) curriculum since the previous inspection as this was highlighted as a relative weakness at that time. The ICT classroom is very well equipped and is regularly used to teach programming and other ICT skills. This is enhanced by the use of handheld tablet devices in classrooms, for example pupils in Year 6 were observed expertly using their ICT skills when investigating the geographical and economic features of Kenya.
- Interwoven throughout the curriculum is a core set of values that are integral to the British way of life so that pupils learn to respect and understand all major faiths, beliefs and cultures. The curriculum as a whole promotes high standards in all subjects and also supports pupils' outstanding spiritual, moral, social and cultural development. Consequently, pupils are very well prepared for the next stage of their education and

for life in modern Britain.

- Shropshire local authority thinks highly of the school. The school improvement adviser provides a good balance of light-touch support, training and oversight of the school's work. There are effective partnerships with other local schools, for example the highly skilled teacher in charge of special educational needs provides expert support and training to other schools. In addition, the headteacher is at the forefront of curriculum innovation and is a well-respected leader among his colleagues across the local authority. The headteacher, for example, has been asked by the local authority to share the school's assessment systems, including the refinements currently being implemented to improve these further, as part of the revised national curriculum without attainment levels. The school's assessments and the methods used to collect information about pupils' progress and performance are being considered by other schools as examples of good practice.
- **The governance of the school**
 - Governance is highly effective. Governors are very skilled and diligent in exercising their duties to oversee and manage the school's work.
 - Governors ensure that they keep in regular touch with school leaders to hold them and the staff team to account for the standards achieved by pupils. Governors carry out routine and systematic monitoring alongside leaders. These reviews result in sharp and robust questions raised at committee meetings, as was seen in many of the minutes recorded of such meetings. Governors often challenge leaders to explain any relative weakness or decline in performance.
 - Governance is robust as governors receive regular updates about pupils' progress and achievement. Assessment information is shared with governors and is accurate, enabling the governing body to gain first-hand evidence of strengths and weaknesses in pupils' achievement and the quality of teaching.
 - Governors have a clear enough understanding of the most important priorities related to teaching and pupils' achievement. In order to maintain high standards in all year groups, governors and leaders recognise that the most immediate priority is to continue refining assessment systems to provide a clear picture of different rates of progress made by individual pupils and groups now that attainment levels no longer exist in the revised national curriculum.
- The arrangements for safeguarding are effective. The leadership team and governors have made sure that all safeguarding arrangements are robust. Safeguarding procedures are followed through systematically and staff vetting is rigorous. Teaching, support and administrative staff are well trained and vigilant. Administrative staff diligently check and verify the identity of visitors, including inspectors, when they arrive at school. Both governors and staff keep up to date with legal requirements and undertake regular reviews of the school's child protection and safeguarding policies. The safety and well-being of children in the early years (Reception classes) is very well managed and the early years welfare requirements are fully met. Pupils and the parents spoken to by inspectors were unanimous in their belief that pupils are safe in school. Pupils say that the staff and other pupils make them feel very safe, valued and secure.

Quality of teaching, learning and assessment is outstanding

- Assessment information, pupils' work in books and observations of lessons show that the teaching across the school is very effective and, as a result, pupils make outstanding progress. The work in pupils' books is usually of high quality and shows pupils' breadth of learning across the curriculum, including in reading, writing and mathematics.
- The vast majority of parents who responded to school and inspection surveys or commented to inspectors believe that the teaching is very strong and, reflecting the views of most parents, one stated, 'My children do really well at this school; the teachers are great.' Parents are right, pupils do really well because teaching and support staff provide a very good balance of high-quality teaching and support.
- Pupils enjoy working in groups and independently in equal measure. Teachers often encourage pupils to evaluate and improve their own work so that pupils become confident learners. Lessons typically provide a good balance of whole-class instruction, group work and direct intervention by teachers and support staff. Teachers make good use of their assessments to plan work that provides the right level of challenge for pupils. This is particularly effective for the most able pupils and those who have special educational needs or disability. The learning targets and planned intervention programmes for pupils with additional learning needs are very well matched to their needs and capabilities. Teachers and assistants are highly skilled in helping these pupils to overcome barriers to learning and to catch up with their peers.
- Workbooks show that pupils are expected to do their best and teachers usually set high expectations in

lessons for both behaviour and learning. One pupil commented to an inspector, 'We are expected to work hard,' and a classmate confirmed, 'Yes, it is really challenging when you have to correct your work but it really helps us learn more.' Pupils are right. The teaching is helping pupils to achieve exceptionally well over time, including disadvantaged pupils and those who have special educational needs or disability.

- Teachers are very effective in providing the most able pupils with opportunities to apply and demonstrate what they have learned in other subjects and contexts. This is particularly true in mathematics and writing. Teachers carefully check that activities and resources are always accessible to pupils who have not yet fully grasped the key learning points they need to master. Teaching assistants are very skilled at identifying pupils who struggle to keep up or who need additional challenges to extend their learning.
- The teaching is successful at developing pupils' literacy skills. Teachers are very good at posing questions during class discussions and encourage pupils to answer in complete sentences. This enables pupils to improve their vocabulary, language and speaking skills. Pupils listen attentively when pupils read aloud to others or present their independently drafted writing when reciting extracts from their work to the rest of the class.
- The teaching of mathematics is very effective across the school. In Year 4, for example, the teacher expertly taught pupils a step-by-step approach to understanding equivalent fractions. The teacher's instructions were clear and precise and the pace of learning rapid as pupils quickly grasped key facts about fractions required to tackle more complex problems. In Year 6, the teaching is highly effective as pupils were observed tackling complex work on ratios as a result of clear instructions from the teacher who carefully guided pupils through the nuances of solving three-part ratios.
- The small number of pupils joining the school learning to speak English as an additional language do very well to improve their literacy and spoken English. Teachers carefully phrase questions and instructions and teaching assistants are very skilled at engaging these pupils in lessons. Other pupils willingly act as peer mentors to settle the pupils into school and help them to improve their conversational English. An inspector observed one pupil making rapid progress and achieving very high standards in spelling.
- There have been improvements to teaching in Year 1 since the previous inspection as pupils make good progress in relation to their starting points. Nonetheless, teachers' assessments of the children on entry to Year 1 do not always build on what they already know and can do. Now that children in the early years reach high standards, which is another significant improvement since the previous inspection, the pupils are capable of reaching very high standards by the end of Year 1.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- The many and varied curriculum activities planned by leaders and staff for pupils to experience, including annual drama productions, arts weeks and musical events, are reflected in the high-quality displays of pupils' work and efforts adorning walls of corridors and classrooms. Aspirational achievement is promoted successfully throughout the school, for example the 'extreme reading' initiative which values literature and challenges pupils to engage in extensive reading activities.
- The school's curriculum and teaching provide an excellent balance which values pupils' academic achievement and personal development in equal measure. Pupils are provided with an outstanding range of experiences that develop humanities, linguistic, artistic, scientific, technical, spiritual and aspirational attributes. Challenging extension activities enliven pupils' experiences and interests, such as the 'rocket science' topic and 'packaging' exercises to develop pupils' design and technology skills.
- Pupils are respectful of each other's differences and the school successfully promotes British values of tolerance, democracy and the rule of law. Elected councillors, play leaders and other ambassadorial roles awarded to pupils enable them to make an excellent contribution to their school and community.
- Staff and pupils tackle all forms of discrimination, bigotry and intolerance to promote a cohesive and supportive school both within the local church community and beyond. Special topics, cultural and religious festivals and celebrations and the wide range of educational visits or visitors improve pupils' knowledge and understanding of the different cultural, religious and ethnic traditions that exist in the United Kingdom and beyond. Displays of different faiths, such as Islam, Hinduism and Judaism demonstrate pupils' deep understanding and appreciation of world religions alongside their detailed religious education programme based on the Christian faith. These studies and activities make a strong contribution to pupils' spiritual, moral, social and cultural development.

- The staff are vigilant and caring and have been trained to prevent pupils from exposure to racist or extremist views. Leaders and staff are very good at recording any concerns about individual pupils so they can offer help and support to them and their families when needed. The special educational needs coordinator is very alert to this and provides expert early help for families as part of the school's willingness to reach out to its local community. This early help is particularly effective at supporting vulnerable or disadvantaged pupils. Any concerns about pupils are followed up by senior staff and teachers so that any pupil at risk of harm or who may be worried about something has an adult they know they can trust.

Behaviour

- The behaviour of pupils is outstanding.
- The school successfully fosters positive, warm and trusting relationships between adults and pupils and among pupils. Pupils are very mature, confident and responsible young people who respect each other's views and who say, for example, 'It is easy to make friends and school is a fun place to be in.'
- Pupils are attentive, polite and keen to do well in school. They have many opportunities for quiet and spiritual reflection in assemblies and in the 'reflection prayer club'. Their thoughts, views and values are represented very well on the school's 'prayer tree'. Activities and opportunities like these make a significant contribution to pupils' spiritual, moral and social development. Pupils learn to appreciate and value the efforts of others when being rewarded for their work and progress in weekly celebration assemblies.
- Pupils persevere and try hard in lessons. They appreciate the fact that staff value their work and efforts and this is often through rewards, stickers or special praise during celebration events. Pupils sustain an activity when they find the work challenging and are keen to answer questions or work out problems with their classmates.
- Incidents of inappropriate behaviour and bullying are very rare. When they do occur, they are dealt with swiftly and effectively. Parents who spoke with inspectors confirmed that they trust leaders and staff to deal with rare incidents of bullying or name-calling.
- The school's indoor and outdoor environment and resources are very well maintained, clean and stimulating. Pupils are encouraged to be active and healthy through sport and, for example, in activities such as the very well promoted 'bike it crew', which encourages pupils to cycle to school safely. The 'eco board' and commitment to maintain a healthy and positive school community makes a significant contribution to pupils' outstanding behaviour and well-being.
- Leaders and staff keep robust records and monitor patterns of absence well. Staff have worked well with parents to encourage pupils to attend regularly and to come to school on time. As a result, attendance is above the national average and there is no persistent absenteeism.

Outcomes for pupils

are outstanding

- The most recent national test results and teachers' assessments at key stages 1 and 2 (2015) show sustained improvement to the standards attained by pupils over the last three years. Standards in reading and writing were well above average by the end of both key stages. Standards were well above average by the end of key stage 1 in mathematics and were above average by the end of key stage 2. It is difficult to compare standards this year with last year's test results as the school, like others nationally, has adopted the revised national curriculum assessments without levels.
- Work in books and teachers' assessments show that the vast majority of pupils currently in the school make rapid progress. Achievement gaps between significant groups, such as disadvantaged pupils and others, do not exist so that in all classes pupils make mainly outstanding or at least good rates of progress. Work in books shows that pupils in key stage 2 reach high standards in English grammar, punctuation and spelling and this was also reflected in last year's national assessments for Year 6 pupils. Currently, the vast majority of pupils in Year 6 have reached or exceeded age-related standards in mathematics so that standards in mathematics overall continue to improve.
- By the time pupils reach the end of Year 2, they reach high standards in reading, writing and mathematics. The rapid progress made in Year 2 classes reflects consistently strong teaching and builds on the good, although relatively slower, progress made in Year 1. The overall effect is that standards continue to improve across key stage 1. Leaders and teachers are already monitoring and improving teachers' planning including in Year 1, they recognise that more is now needed for pupils to build on the outstanding progress children make in both Reception classes.
- The most able pupils continue to do very well. Previous and current assessment information shows that an increasing proportion of the most able pupils in both key stages 1 and 2 exceed age-related expectations in

reading, writing and mathematics, with very high standards reached in reading and in English grammar, punctuation and spelling.

- Pupils in both Year 1 and Year 2 make rapid progress in early reading and phonics (the sounds that letters make). This builds on the excellent quality of early phonics teaching in the early years so that pupils join Year 1 with very secure foundations in early literacy.
- Work in pupils' books across a range of subjects and topics is usually very well presented. Handwriting is consistently formed and improving very well from key stage 1 through to key stage 2. Teachers model good writing when presenting instructions on interactive whiteboards. Pupils also set out their calculations clearly in mathematics books to show which methods they have used to work out problems. In some of the mathematics work seen by inspectors pupils did not always use the most efficient methods of calculation. Nonetheless, it is clear that pupils have developed strong and competent mental calculation skills and are confident when tackling number problems independently or as a group.
- Pupils who have special educational needs or disability, like other pupils, make similarly outstanding rates of progress. These pupils receive appropriate and expert levels of support both with their classmates and when working separately as a group or individually. Teaching assistants and teachers plan the right interventions for these pupils, having made accurate and detailed assessments of their additional learning needs.
- The small number of pupils in the early stages of learning to speak English as an additional language also do very well throughout the school. Supported by their classmates and carefully crafted questions posed by teachers, they soon pick up conversational English. Teachers and support staff make sure that additional support, word banks and resources are on hand to help pupils master spoken English.

Early years provision

is outstanding

- Outstanding teaching, strong leadership and effective support for children and families in both Reception classes enable the youngest children to get off to an excellent start. Children are very well prepared for Year 1 by the time they finish the Reception year.
- Most children start school with skills and abilities that are typical for their age. Last year's national assessments show that the percentage of children reaching a good level of development was above average by the end of the Reception year. Learning journals, children's recorded work and current assessments indicate that this year's outcomes improve further on last year's assessments.
- In both classes, resources are accessible to the children and the outdoor areas provide stimulating environments for play and learning. These resources, and the excellent care offered by staff, provide the children with the right environment to improve their physical and emotional development in safe and secure surroundings. As a consequence, children are kept very safe and are extremely well cared for. Children are extremely well behaved and attentive. They listen to instructions and are polite to each other and to adults.
- Teachers and support staff in both classes use their assessments and records of children's progress to plan interesting and varied activities for the children. Workbooks, observations and assessments show that the teaching and support provided for children is usually of good or outstanding quality, enabling the vast majority of children to achieve extremely well.
- Adults work closely with parents so that the school's relationships with families are strong and trusting. Early help for some families helps to settle children quickly into the school so that their first experience of the early years is positive, enjoyable and productive.
- Teachers and teaching assistants skilfully engage children in conversation. Questioning is focused on every child so many gain confidence and learn to cooperate and communicate with other children. In this way, the children are learning to express themselves and ask questions. Children quickly learn to become independent learners as they have many and varied opportunities to make their own choices in both indoor and outdoor areas.
- There is strong leadership of early years provision which ensures that all welfare requirements, including assessments, fully meet statutory requirements. The monitoring and support provided for staff by the early years leader is highly effective in helping the staff to continually improve their practice. The current focus on moderating assessments in Reception to achieve continuous or seamless provision into Year 1 is starting to have a positive effect on the start children make in key stage 1.

School details

Unique reference number	123502
Local authority	Shropshire
Inspection number	10000989

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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	413
Appropriate authority	The governing body
Chair	Carl Johnson
Headteacher	Mark Rogers
Telephone number	01743 351948
Website	www.oxon.shropshire.sch.uk
Email address	admin@oxon.shropshire.sch.uk
Date of previous inspection	19–20 September 2011

Information about this school

- Oxon CE Primary School is a large school. The early years comprises two Reception classes with 60 children aged four and five who all attend full time. The school accommodates a before- and after-school club which is managed privately and is not part of this inspection.
- Most pupils, nearly nine out of ten, are White British. Other pupils come from a range of backgrounds representing minority ethnic groups. A very small number of pupils speak English as an additional language.
- The percentage of pupils who have special educational needs or disability is lower than that of most schools.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school meets requirements on the publication of specified information on its website.
- The school offers support to other local schools, for example, in special educational needs provision and management. The headteacher also advises other schools and headteachers locally and is a local leader of education.

Information about this inspection

- The inspection took place at the same time that Year 6 pupils were undertaking their national tests. Inspectors looked at Year 6 workbooks in addition to observing some lessons, taking into account the disruption to the normal timetable for these pupils.
- In addition to lesson observations across the rest of the school and in the early years, inspectors reviewed pupils' work; met with a group of pupils to discuss their work, behaviour and safety; and discussed with pupils their work and progress during lessons.
- Inspectors observed pupils' behaviour in lessons, the dining hall, the playground and when moving between lessons. An inspector observed pupils' behaviour when they were waiting for a bus to take them to the local baths for their weekly swimming lesson.
- Inspectors spoke informally to a number of parents to seek their views about the school at the start of each of two inspection days. Inspectors took account of 58 responses to the online Ofsted questionnaire, Parent View, and considered results of the school's own surveys of parents' views.
- The inspection team held discussions with the headteacher, deputy headteacher, senior leaders and other members of teaching staff with management responsibilities. The lead inspector met the vice chair of the governing body and three governors and also met with the local authority's school improvement adviser.
- Inspectors spoke to teachers to provide feedback on the lessons observed.
- Inspectors looked at a range of documentation including: the school's improvement plan; self-evaluation documents; information about pupils' achievement, progress and performance; governing body minutes; and information related to teaching, behaviour, attendance, safeguarding and staff vetting procedures.

Inspection team

Charalambos Loizou, lead inspector	Her Majesty's Inspector
Melanie Callaghan-Lewis	Ofsted Inspector
Tracey Kneale	Ofsted Inspector
Paul Longden	Ofsted Inspector

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