

Inspection of New Marston Primary School

Copse Lane, Headington, Oxford, Oxfordshire OX3 0AY

Inspection dates: 8–9 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

What is it like to attend this school?

Pupils enjoy coming to New Marston Primary School. The school is a warm, welcoming community. Leaders want pupils at the school to become well-rounded learners. The values of growth, kindness, grit, belonging and integrity lie at the heart of the school's work. Pupils understand these values and are enthusiastic about their learning. Pupils' personal development is well supported.

Pupils study a wide range of topics across the curriculum. They like the exciting trips that support their learning, for example trips to museums, art galleries, music concerts and visits to Oxford University. They take part in a wide range of extra-curricular clubs, especially sports, singing, gardening and the very popular journalism club.

Teachers expect pupils to do well. Pupils respond to these high expectations. Lessons are interesting, and pupils look forward to them. They work together in lessons and debate their ideas in a considered and mature manner.

Pupils are happy, cheerful and thoughtful towards others. They told inspectors that bullying does not happen at this school. They know that when incidents happen adults help them sort it out quickly. Pupils trust that staff will keep them safe.

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

Leaders have placed great importance on pupils learning to read from an early age. All staff are well trained to teach phonics (letters and the sounds they represent). Adults are able to spot when pupils fall behind and give extra help when it is needed. Staff and pupils share a love of reading. This is seen in teachers' enthusiasm as they read stories to their pupils. Pupils told inspectors that they enjoy reading the books that they take home. Leaders are aware that pupils do not always have opportunities to use and apply their reading comprehension skills well across all subjects.

Pupils have positive attitudes. They learn well in all subjects. This is because leaders have planned an ambitious curriculum. It makes clear exactly what teachers should teach pupils and when. However, teaching does not always build fully on what pupils know and remember from their previous work in some subjects, for example in history. This means that pupils are not always able to make connections between activities. They do not always use what they already know to help them in their new learning.

Leaders are ambitious for pupils with special educational needs and/or disabilities (SEND). Inspectors saw many examples where teachers changed the content of lessons to make sure that these pupils could learn well. Teachers do this without lowering expectations for anyone.

Children get off to a strong start to their education in early years. Leaders and staff use assessment very well to identify any gaps in children's knowledge and understanding. The curriculum for early reading and mathematics is very effective. Children engage enthusiastically in interesting activities and projects. For example, inspectors observed children plan, design, select materials and make 'robots'. As a result, children learn well during their time in the Nursery and Reception classes.

Pupils behave well in class. They move around the school politely and with respect. They share and debate their ideas in lessons in a mature and considerate manner. Pupils respond well to feedback and use it to help them develop their ideas.

Leaders prioritise pupils' personal development. Pupils learn why it is important to show respect for others. They are taught about a range of cultures, traditions and communities. Pupils work with leaders to organise and run a number of 'international community events' in school. These help them understand their place in the world. Pupils are well prepared for life in modern Britain.

Leaders are careful to consider the workload of staff. Teachers say that leaders give them time to carry out their work. Staff appreciate the efforts by the leadership team to consider their work-life balance. Leaders place much importance on providing the right training for staff.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all employment checks are robust and clear. All staff receive appropriate and up-to-date training. They understand what they need to do if they are concerned about a child. Leaders take appropriate action to safeguard the most vulnerable children.

Leaders assess risks around the school and ensure that the school is a secure and safe place to be. Children say they feel safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Curriculum leaders manage and monitor their subjects well. They have already identified plans to work with teachers to ensure that teaching in the wider curriculum builds effectively on pupils' previous knowledge. Leaders need to ensure that pupils do more, learn more and remember more across the wider curriculum.
- Pupils do not always have opportunities to use and apply their reading comprehension skills within the wider curriculum. Leaders should ensure that teachers develop pupils' reading comprehension skills so that pupils gain deeper knowledge and understanding in all subjects.

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're 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	143951
Local authority	Oxfordshire
Inspection number	10111107
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	367
Appropriate authority	The Board of trustees
Chair of governing body	Nick Chatrath
Headteacher	Tracey Smith
Website	www.new-marston.oxon.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- New Marston Academy is a larger-than-average primary school.
- The school is part of The River Learning Trust.
- The proportion of pupils in receipt of pupil premium funding is above the national average.
- The vast majority of pupils are White British.
- The proportion of pupils with SEND, including pupils with an education, health and care plan, is below the national average.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors held meetings with the headteacher, senior and subject leaders, the chief operating officer for the River Learning Trust, the trust challenge and support partner, the chair of the local governing body and local governors.
- During the inspection, inspectors focused their activities particularly on reading, mathematics, science and history. This meant that, in each subject, inspectors

met with curriculum leaders, visited lessons, talked to pupils, spoke to teachers and looked at pupils' work.

- Inspectors considered views of staff from meeting with staff and from the responses of 39 staff to the confidential questionnaire.
- Inspectors reviewed safeguarding records, including the central record of recruitment checks on staff.
- Inspectors spoke to parents during the inspection and considered the views of 36 parents who responded to Ofsted's parental questionnaire, Parent View.

Inspection team

Shazia Akram, lead inspector

Her Majesty's Inspector

Deirdre Crutchley

Ofsted Inspector

Hilary Goddard

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 2019