

Inspection of a good school: Bletchingdon Parochial Church of England Primary School

Whitemarsh Way, Bletchingdon, Kidlington, Oxfordshire OX5 3FD

Inspection date: 23 October 2019

Outcome

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

What is it like to attend this school?

Pupils enjoy attending school. Bletchingdon Parochial is a nurturing and welcoming school. Pupils value the high levels of support and care they receive from their teachers. Staff want the very best for the children. Pupils enjoy their learning because teachers make it fun and interesting.

The school's values of 'love, courage, respect, honesty and unity' are a key part of daily life. Pupils behave well and listen carefully to each other. They play well together, with older pupils caring for younger pupils at breaktimes. Pupils say that bullying is very rare. When bullying does happen, adults take it seriously and deal with it straight away.

Pupils feel safe in school. They understand how to stay safe when using the internet. Staff, pupils, parents and carers agree that the school is a safe place where children learn and achieve well. One parent said, 'My children love the school and are very happy here.'

Pupils and staff are proud of the school and its place within the community. For example, the Remembrance Day event is well attended by the local residents. Pupils enjoy showcasing the school and their work.

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

Leaders ensure that the school is a fun and exciting place to learn. They have thought carefully about how they are improving the curriculum. The revised curriculum helps pupils build on what they already know. As pupils move through the school, they are well prepared for the challenges that they will face.

Teachers now know exactly what to teach pupils and in what order. In art, for example, pupils learn about the different painting methods before looking at how artists apply these skills. The school's approach encourages pupils to try their best. Leaders have been focusing

their efforts on the teaching of some of the foundation subjects. They know that not all these subjects are as well designed as others. Leaders recognise that there is still work to do in history and geography. They have a clear strategy to update plans in a manageable way.

Leaders have put reading at the heart of the school curriculum. Teachers prioritise the development of early reading skills. Staff teach phonics well and provide extra support for those pupils who start to fall behind. In the early years, children enjoy songs and rhymes to learn their phonics quickly. Pupils are enthusiastic about reading and love learning through their class stories. Staff read pupils engaging novels which capture pupils' imaginations. In a mixed Year 5 and 6 class, pupils told me that they could not wait to find out what happened next in their class book. Pupils love to use the library to choose high-quality texts. This helps motivate pupils to read often.

The mathematics curriculum is demanding and pupils enjoy it. Teachers make sure that pupils understand the key methods of calculation and use these to work out problems. If a pupil does need extra help, teachers are quick to act. Leaders ensure that there is a strong focus on early mathematics. Children in the early years thrive as a result of well-planned activities.

The curriculum is not limited to academic subjects. Staff ensure that there are many opportunities to learn about different cultures and religions. Pupils enjoy extra-curricular experiences to add to their learning. Pupils love school trips. For example, they spoke enthusiastically about a visit linked to their work on Blenheim Palace.

Pupils behave well in and out of lessons. Pupils enjoy their work in lessons, cooperate well and show respect to all. Teachers successfully manage pupils who have challenging behavioural and emotional needs. Pupils understand that some pupils have different needs. Staff have great relationships with children and parents.

Pupils with special educational needs and/or disabilities (SEND) receive effective support. They are fully involved in lessons. Staff understand pupils' needs and put the right support in place. As a result, pupils with SEND learn well and make good progress in their personal development.

Staff enjoy working at the school and say that leaders want the best for every child. Leaders act with integrity. Staff are positive about leaders' concern for their workload and well-being. There is a great spirit team spirit at the school, with staff supporting each other well.

Safeguarding

The arrangements for safeguarding are effective.

Pupils' safety and well-being are of great importance to leaders and staff. Staff know what to do if they have any concerns or worries about pupils' welfare. Training for all staff is up to date. Almost all parents agree that their child is safe in school.

Checks when recruiting staff and volunteers to work in the school are thorough. They are effective in ensuring that all adults are suitable to work with children. Staff work

effectively with other agencies to support pupils and families.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders need to continue to improve some parts of the curriculum, such as in history and geography. In these subjects, leaders should demonstrate how learning builds on what pupils already know and understand. It is clear from the actions that leaders have already taken to plan next year's curriculum that they are working on bringing this about.

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 first section 8 inspection since we judged the school to be good on 3–4 March 2016.

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 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	123115
Local authority	Oxfordshire
Inspection number	10111325
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	82
Appropriate authority	The governing body
Chair of governing body	Barbara Oster
Headteacher	Huw Morgan
Website	www.bletchingdon.oxon.sch.uk
Date of previous inspection	3–4 March 2016

Information about this school

- The school is smaller than the average-sized primary school. The four classes all have mixed-age groups.
- There have been considerable staff changes since the last inspection, including at senior level. A new headteacher and deputy headteacher were appointed in September 2019.
- The school has formed an agreement with the Oxford Diocesan Schools Trust over the appointment of the headteacher. The headteacher is responsible for the leadership of Dr South's School in Islip, as well as Bletchingdon Parochial.
- The school is designated as having a religious character and received its section 48 inspection in March 2017, when this aspect of the school's work was graded as good.

Information about this inspection

- Inspectors met with the headteacher, members of the governing body, members of the local authority and representatives from the diocese.
- As part of this inspection, reading, mathematics and art were considered in detail. For each of these subjects, inspectors discussed the provision and teaching with senior

leaders and subject leaders, visited lessons, talked to pupils and looked at work in pupils' books.

- Inspectors took into account 15 responses to Ofsted's Parent View online questionnaire. There were no responses to the staff survey or the pupil survey.
- Inspectors scrutinised training records, spoke with pupils and tested staff's safeguarding knowledge to ensure that pupils are safe. The lead inspector also met with the designated safeguarding lead.

Inspection team

David Harris, lead inspector

Ofsted Inspector

Maxine McDonald-Taylor

Her Majesty's Inspector

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