

Inspection of Cutteslowe Primary School

Wren Road, Oxford, Oxfordshire OX2 7SX

Inspection dates: 3–4 March 2020

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Cotteslowe is a calm and harmonious place. Pupils feel safe. They know there are adults in school they can talk to if they have any worries or concerns. Pupils look after each other. They have warm relationships with staff. A large majority told us that there is practically no bullying.

Leaders make sure pupils develop a sense of their place in the wider world. Leaders and staff have high expectations. There is a tangible buzz in every classroom as pupils eagerly join in with activities. For instance, pupils debate and explore a range of issues such as animal extinction, global warming, homelessness and immigration. They have a deep appreciation of individual rights and mutual respect. One pupil captured the views of many, saying, 'We are all equal: no one should have to struggle to be themselves.'

A variety of extra-curricular opportunities and clubs helps enrich pupils' learning. This includes visits to places of worship, museums and concerts, and the languages club. Pupils immerse themselves in all that the school has to offer enthusiastically. They enjoy the many opportunities to help in school, for instance, acting as well-being ambassadors, eco-warriors, school councillors or as play leaders.

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

Leaders and trustees have improved the quality of education since the last inspection. The curriculum is ambitious and well planned. Leaders and staff have thought carefully about the order in which the important knowledge in all subjects is taught. The curriculum is more established in reading, writing, mathematics and science than in other foundation subjects. Leaders are in the process of fully embedding new plans in these subjects. This will close some of the gaps in pupils' knowledge in the wider curriculum.

Teachers plan work that is interesting and enjoyable. In most subjects, including English and mathematics, lessons build on what pupils have learned in the past. Pupils remember what they have been taught and they use this to help them learn new concepts. However, in a handful of subjects, such as history, and art and design, this is not the case. This is because some teachers move pupils' learning on too quickly. When this happens, some pupils, including those with special educational needs and/or disabilities (SEND), struggle to use and apply what they know to new learning. This means that not all pupils learn and achieve as well as they could.

Leaders have made the teaching of reading an important priority. Children start to learn about phonics in Reception from the word go. Staff use their expert knowledge to teach phonics in a well-structured way. Teachers quickly identify pupils who start to fall behind with their reading. They give pupils additional support that usually helps pupils to catch up quickly. All pupils have a good grasp of phonics by the end of key stage 1. Books that pupils read in key stage 1 mainly match their reading

ability. However, for some pupils, this is not the case. The books they read are too difficult. This slows their ability to read with increased fluency and independence.

There is a vibrant curriculum in early years. Staff use their good subject knowledge to teach children what they need to know across all areas of learning. For instance, we observed children using numbers to understand different amounts, such as working out how many pom-poms make up a given number.

The school's behaviour policy is understood and followed consistently by everyone. Pupils know what is expected of them. They are keen to learn and take pride in their work. Pupils make the most of the opportunities that their teachers give them. Their learning is rarely disturbed by others.

Pupils' personal development is strong. The themes of kindness, adventure and connectedness are explored and celebrated throughout the year. These help guide pupils to think about the wider difference they can make through their choices and actions. For instance, pupils' awareness of plastic pollution has been raised by creating 'eco-brick' structures for display around their local community.

Governors and trustees carry out their duties effectively. They know the school well and have clear systems in place for sharing information. The school benefits from the wide range of skills and specialisms available throughout the trust.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive training in how to keep pupils safe and how to identify the potential signs of abuse. This training is regularly updated. Leaders provide staff with all the necessary changes to legislation and procedures. All staff work hard to identify pupils' needs. Leaders make good use of external support when appropriate. This means that pupils and their families receive support when needed.

Pupils know how to stay safe. Outside speakers, such as the police, are often invited into the school to talk about issues such as drugs and alcohol misuse. This means pupils develop an awareness of issues that affect young people.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum has been designed coherently in all subjects. This is fully embedded in reading, writing, mathematics and science. Gaps remain in pupils' understanding of the foundation subjects because the plans are more recent. Leaders are in the process of ensuring that the curriculum is fully established across all subjects.

- In some of the foundation subjects, at times, teachers move on too quickly to new learning. As a result, some pupils, including those with SEND, are not secure in their understanding of key concepts. Leaders should ensure that teachers provide opportunities for pupils to practise and consolidate their knowledge and understanding across all of the foundation subjects. This will ensure that all pupils learn and achieve well across the curriculum.
- For some pupils in key stage 1, the books they read do not match the phonics they are learning closely enough. This means that they are not as fluent or as confident in their reading as they should be. Leaders need to review and improve the selection of books they provide for these pupils, so that they can confidently use their knowledge of phonics to develop their fluency and accuracy in reading.

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 the school and 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	139064
Local authority	Oxfordshire
Inspection number	10111151
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	359
Appropriate authority	Board of trustees
Chair of trust	Kirsten Robinson
Headteacher	Giles Civil
Website	www.cuttesslowe.oxon.sch.uk
Date of previous inspection	5 March 2019, under section 8 of the Education Act 2005

Information about this school

- The headteacher joined the school in January 2020.

Information about this inspection

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

- We held meetings with the headteacher, deputy headteacher, senior leaders and curriculum leaders. We also met with a range of teaching staff.
- We evaluated the quality of education by looking in detail at the teaching of reading, writing, mathematics, science and history. We discussed curriculum plans with leaders, carried out lesson visits, scrutinised pupils' work and spoke to pupils and teachers from the lessons visited about the curriculum.
- We evaluated the effectiveness of safeguarding. The school's single central record was reviewed. An inspector met with the designated safeguarding lead and spoke to pupils, trustees, governors, staff and parents.

- An inspector met with the members of the local governing body, including the chair of governors, the chief operating officer for the River Learning Trust and the trust challenge and support partner.
- We considered the views of staff from meeting with staff and from the responses of 19 staff to the confidential questionnaire.
- We spoke to parents during the inspection and considered the views of 48 parents who responded to Ofsted's questionnaire, Parent View.

Inspection team

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