

Inspection of Cropredy Church of England Primary School

Station Road, Cropredy, Banbury, Oxfordshire OX17 1PU

Inspection dates: 12 and 13 October 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Requires improvement

What is it like to attend this school?

Christian values are the foundation of the school's ethos. Leaders have placed an emphasis on all staff 'caring, protecting and guiding' pupils. Parents are full of praise for the fresh life and enthusiasm the headteacher has brought to the school. They appreciate that improvements are getting underway and like the community feel of the school.

Pupils feel safe at this school. They know that staff are there to help them. Bullying or unkindness happen only very occasionally, and any issues are quickly sorted out.

Pupils enjoy school. They especially like playing outside with their friends in other classes. As one pupil commented, 'It is nice to be friends with the younger children in school.' Pupils benefit from and enjoy attending the school's clubs such as netball and choir.

Although pupils behave sensibly in most classes, this is not the case everywhere. Sometimes, pupils are not focused on their learning and disturb others. While pupils experience a varied curriculum, they do not achieve well in all subjects. This is because the curriculum is not planned or taught consistently well enough. Pupils with special educational needs and/or disabilities (SEND) do not always get the support they need.

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

Since the school's previous inspection, there has been a succession of interim headteachers and much upheaval. During this time, the school floundered. Since his appointment in April 2020, the headteacher has worked in close partnership with the local authority to stabilise the school. He has started to get things back on course and also addressed many premises and safeguarding matters. Nevertheless, there is still much to do so that pupils benefit from a consistently good-quality education.

The new phonics programme is bringing about greater consistency in teaching. In the Reception Year, children get off to a good start in reading. Texts are suitably matched to the sounds pupils know so they can practise their reading. Teachers check how pupils are getting on. Extra sessions help pupils who are struggling to keep up. Pupils get to know and enjoy lots of texts during story times and other reading sessions. This helps to broaden their vocabulary and develop their understanding.

Improvements to the mathematics curriculum have been successful. Curriculum plans map out clearly what pupils will learn. Training has helped to improve staff expertise. There is now a more consistent approach to teaching new concepts.

The curriculum in key stages 1 and 2 is not coherently planned in subjects other than English and mathematics. Leaders have not considered how pupils will build their knowledge over time. Sometimes, important aspects of the curriculum are

being skipped over. Weaknesses in the curriculum are reflected in how well staff check what pupils have learned and remembered. Consequently, pupils do not achieve well enough in the wider curriculum subjects such as science, history and geography.

In contrast, the early years curriculum is much stronger. Here, leaders have set out a well-considered curriculum. They give particular focus to developing children's language and communication skills and their personal, social and emotional development. Teaching enables children to build a secure foundation for future learning. Staff are very tuned-in to the needs and interests of children.

There are inconsistencies in teaching in key stages 1 and 2. Sometimes, tasks do not match what teachers want pupils to learn. Some teachers do not take enough account of pupils' previous learning or needs. This includes the needs of pupils with SEND. Although leaders have identified pupils' needs, they have not ensured that curriculum plans are adapted to meet pupils' needs well enough.

Inconsistencies in key stages 1 and 2 are mirrored in teachers' expectations and pupils' behaviour. In some classes, pupils conduct themselves sensibly and courteously. However, this is not the case everywhere. In a few classes, some pupils do not settle well to learning. At times, they disrupt the learning for other pupils.

Leaders are committed to ensuring that pupils learn about the importance of diversity and equality. Some pupils told an inspector that it is fine to be different, but that everyone should be treated the same. The school's personal, social and health curriculum helps pupils learn about keeping healthy and staying safe.

Staff feel supported. Everyone likes the team spirit and the changes the headteacher has brought in. Leaders and governors are keen to build on recent improvements. However, these ambitions are not yet planned out in the school's strategic plans. Most leaders are relatively new to role and have not yet had training in their areas of responsibility.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding has a high profile in this school. Leaders know pupils and families well and are alert to anything that might be a concern. Staff are knowledgeable and confident in following the school's safeguarding procedures. They ensure that any concerns are swiftly brought to leaders' attention. Leaders follow up concerns quickly. Record-keeping is systematic and thorough.

Leaders are knowledgeable about the risks that pupils may encounter in the wider community and keep in close contact with local authority safeguarding partners. Governors fulfil their safeguarding responsibilities well and ensure that safeguarding is regularly on the agenda.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not considered carefully enough the needs of pupils with SEND. This means that the curriculum for some of these pupils is not planned well enough to cater for their needs. This is particularly the case for pupils with more complex needs. Leaders need to ensure that they give priority to improving their plans for these pupils.
- The school's curriculum in key stages 1 and 2 is not yet well planned in science and the foundation subjects. Plans for these subjects do not set out clearly the knowledge and concepts that leaders want pupils to learn and remember, or the order in which pupils should learn new content. This means that pupils are not achieving as well as they should. Leaders should ensure that the curriculum is planned coherently for all subjects.
- There are inconsistencies in teaching in the school and some teaching is not strong enough. Teachers sometimes plan tasks that are not well matched to what they want pupils to learn or take account of the needs of pupils with SEND. This means that pupils do not achieve well enough. Leaders need to provide training for teachers so that they can implement the school's curriculum consistently well and meet the needs of all pupils.
- Some teachers do not uphold the school's expectations for behaviour. In a few classes, some pupils do not settle to learning and their conduct disturbs the learning of other pupils. Leaders need to make sure that staff receive training and guidance in managing pupils' behaviour so that they can implement the school's behaviour policy consistently well.
- Many subject leaders are new to role and have not yet evaluated the curriculum or understand how well pupils are building their knowledge over time. This means that subject leaders do not have the information they need to contribute fully to improving the curriculum. Leaders need to ensure that subject leaders have the training, support and guidance they need to fulfil their roles effectively.
- Leaders have not yet put together an improvement plan that sets out how they plan to address the school's priorities for improvement. This limits how well governors can monitor and hold leaders to account for the progress and impact of their work to improve the school. Leaders need to ensure that improvement plans set out how they plan to improve the quality of education and pupils' behaviour.

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.

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

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| Unique reference number | 123090 |
| Local authority | Oxfordshire |
| Inspection number | 10200872 |
| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 176 |
| Appropriate authority | The governing body |
| Chair of governing body | Chris Kaye |
| Headteacher | Phil Goldsworthy |
| Website | www.cropredyprimary.co.uk |
| Date of previous inspection | 30 and 31 January 2018 |

Information about this school

- The school does not currently use alternative provision.
- The previous permanent headteacher left the school in December 2018. Since this time, there have been four interim headteachers. The current headteacher was appointed to the school in April 2020.
- There have been many changes to the membership of the governing body.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher and the leader with responsibility for SEND.
- Inspectors carried out deep dives in reading, art and design, mathematics and science. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also

sampled pupils' work and looked at curriculum plans in other subjects including history and geography.

- To inspect safeguarding, inspectors reviewed the school's record of recruitment checks. The lead inspector met with the designated safeguarding leader (headteacher) and inspectors spoke with pupils and staff. Inspectors also reviewed procedures, records, policies and other safeguarding information.
- Inspectors considered the views of staff during meetings with them and took account of the 18 responses to Ofsted's staff survey.
- Inspectors considered the views of parents through the 89 responses to Ofsted's online survey, Parent View, and parents' written comments. An inspector also spoke with parents at the end of the first day of the inspection and on the morning of the second day of the inspection.
- The lead inspector met with four members of the governing body including the chair of governors.

Inspection team

Sue Cox, lead inspector

Her Majesty's Inspector

Mineza Maher

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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