

Inspection of a good school: Deddington Church of England Primary School

Earls Lane, Deddington, Banbury, Oxfordshire OX15 0TJ

Inspection dates:

9 and 10 November 2021

Outcome

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

What is it like to attend this school?

Deddington is a happy place. Pupils play and learn well together, and no one is left out. Pupils have a clear sense of right and wrong. The recently introduced '3 Bs'; Be safe, be responsible and be kind, shine through everything pupils do. Pupils know what is required of them. Pupils in the older year groups are excellent role models for their younger peers.

Pupils are clear that there is no bullying at this school. They learn about what bullying is and is not during 'anti-bullying' days. Pupils trust their adults to help them deal with any worries and concerns they might have.

Pupils are proud to be a part of this small community. A highlight of their school year is going to the village hall to perform in the annual school production. This year, pupils have designed poppies to be displayed in the village for Remembrance Day.

The headteacher and other leaders are ambitious for all pupils, including pupils with special educational needs and/or disabilities (SEND). Leaders continually look for ways to improve the experiences pupils have. Parents appreciate this.

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

Pupils enjoy finding out about new things. Learning is rarely disrupted. This is because adults make learning interesting. Themes such as democracy and empire run through the lessons that pupils learn. Pupils are starting to understand what these words mean and can relate these to experiences in school. They show democracy by voting for house captains and school councillors. They are proud to take on these roles.

Pupils take part in a range of activities. They enjoy singing, and they even sing in their French lessons! Pupils, including those with SEND, take part in sporting events. Many represent the school in competitions. Pupils in Years 4 and 6 are looking forward to the return of school residential visits, following the COVID-19 pandemic restrictions.

Pupils achieve well. Reading is at the heart of the school. Pupils look forward to reading in the secret reading garden and earning 'reading miles'. Children in the early years enjoy listening to the stories that adults read. This helps them learn and remember new words.

Leaders have started to update what pupils learn in subjects other than English and mathematics. Teachers use new resources so that pupils learn about diversity beyond life in their village. Staff are realistic about the work there is to do. Leaders support teachers to do their job by providing them with the time they need to get things done. Teachers feel supported and trusted by leaders in school.

In some subjects, for example geography and history, the new resources have already started to help pupils know and remember the things their teachers plan for them to learn. Other subjects, for example design and technology, are not yet as well developed.

Learning activities for all pupils, including those with SEND, are carefully mapped out. When pupils need extra support, teachers are careful to make sure that this takes place at a time that does not interfere with the other subjects they are learning.

In phonics lessons, all pupils join in. Teachers check what pupils know and do not know. They use this information to teach new sounds. Adults provide extra support to those who fall behind. The books that pupils read in class match the sounds they learn. This means that most pupils read with confidence in school. Some pupils are slower to start reading. The books they take home do not always match the sounds they are learning. This slows their progress.

Leaders' plans to improve the teaching of mathematics slowed due to the COVID-19 pandemic. Since returning to school, leaders have continued to support teachers to develop their knowledge of how pupils learn new things in mathematics. In lessons, including in the Reception Year, teachers break new learning down into small steps. They question pupils to check their understanding. This helps teachers to work out where pupils make mistakes. If needed, teachers go back over earlier learning to help pupils remember it. Some pupils struggle to keep up. This is because they do not have rapid and accurate recall of times tables and number-bond facts. This slows their learning down.

Children in the early years are very busy. They play and work alongside each other well. One child stopped the inspector to talk about the number on the front of his scooter, before he sped off with his friend for another circuit of the outside area. The children are confident. The activities that adults plan for children to do help them practise and remember the things they learn.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that the required checks are made before adults start work in school. All staff know what to do if they have concerns about a child, including in relation to peer-on-peer sexual harassment. This is because they take part in regular training. When

safeguarding leaders receive concerns about a pupil, they are quick to make sure that the pupils and their families get the help they need.

Pupils know how to keep themselves safe because they learn about this in their personal, social and health education lessons.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In mathematics, some pupils, especially those who have the biggest gaps in their knowledge, struggle to keep up. This is because they do not have rapid and accurate recall of times tables and number-bond facts. This slows their learning down. Leaders need to implement a plan to build fluency in basic skills so that these pupils catch up.
- In reading, the books that some pupils take home are not matched to the sounds they are learning. This means that these pupils do not experience the same success when reading at home as they do in school. This slows their progress. Leaders have plans to address this.
- Leaders are implementing updated curriculum plans for all the subjects that pupils learn at school. Some subjects are not yet as well developed as others. Leaders should continue to implement the ambitious curriculum as planned so that pupils know and remember the things that their teachers want them to learn.

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 or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, 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 deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Deddington Church of England Primary School, to be good in November 2014.

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

Unique reference number	144530
Local authority	Oxfordshire
Inspection number	10200848
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	193
Appropriate authority	Board of trustees
Chair of trust	Kathy Winrow
Headteacher	Clive Evans
Website	www.deddingtonprimaryschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Deddington Church of England Primary School converted to become an academy in July 2017. When its predecessor school, Deddington Church of England Primary School, was last inspected by Ofsted, it was judged to be good.
- The school is part of the Oxford Diocesan Schools Trust, a multi-academy trust of 37 primary schools and one secondary school.
- The school is a voluntary-aided Church of England school. The last section 48 inspection was in May 2018.
- The school does not currently use alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.

- The inspector met with the chief executive officer, the headteacher, other leaders, members of staff and five representatives from the local governing board. The inspector also held a telephone discussion with a representative from the diocese.
- The inspector spoke with parents at the school gate and considered the 57 responses to the online survey, Ofsted Parent View, and parents' written responses.
- The inspector carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, the inspector 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.
- The inspector also looked at pupils' books, curriculum plans and spoke to leaders about some other subjects.
- The inspector looked at the school's own evaluation and development plans.
- The inspector spoke to pupils, parents and staff about the school's work to keep pupils safe and considered a range of safeguarding documentation.

Inspection team

Clare Haines, lead inspector

Ofsted Inspector

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