

Inspection of Bampton CofE Primary School

Bowling Green Close, Bampton, Oxfordshire OX18 2NJ

Inspection dates: 18 and 19 January 2023

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

Pupils embody the school's value of being the 'best we can be'. Their learning is important to them, and they feel safe to strive to achieve well in school. All pupils, especially those with special educational needs and/or disabilities (SEND), benefit from being fully included in school life. They have warm relationships with staff and trust that the adults in school want what is best for them.

Pupils thrive because of the high ambitions that radiate throughout the school. Classrooms are joyful and energetic places to be. Pupils show excitement and curiosity in their learning and are not afraid to try new things. Their resilience and confidence underpin the positive learning behaviours that they have.

In lessons, pupils understand what their teachers and teaching partners expect of them. Behaviour in the classroom is positive, and creates a calm and purposeful environment. During breaks and lunchtimes, a small number of pupils do not always meet the high behaviour expectations of the school. However, most pupils play together positively and with respect. Pupils are knowledgeable about what bullying is and how adults around them can help if it happens. They are clear that bullying does not happen often.

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

Leaders have ensured that all pupils have a strong start at Bampton CofE Primary School. Leaders have thought carefully about the knowledge their pupils need and when they need to learn it. Overall, there is a well-designed curriculum from Nursery onwards which aims to prepare pupils for their next steps as they progress through their education.

Pupils love to learn in this school. Their enthusiasm is clear to see and reflected in the positive way that they behave in lessons. Pupils' behaviour supports learning very well. On the whole, all pupils, including those with SEND, fully gain the knowledge that their teachers intend them to learn. The strong culture and provision for pupils with SEND mean that successful adaptations are in place to ensure achievement for all.

A small number of subject curriculum areas are being refined. Leaders are supporting staff well to ensure that all subjects are delivered as leaders intend. Currently, pupils do not always learn as well as they could across the whole curriculum. However, leaders know this and are continuing to make these improvements.

In Nursery and Reception, staff are highly knowledgeable about the early years framework. They take every opportunity during the school day to talk to children and to develop their knowledge and vocabulary. Staff plan learning activities carefully, based on what they know children need to learn next. This highly effective planning means there are no limits to what children can achieve. Children are highly

motivated and develop the learning behaviours and knowledge needed for Year 1 because of this exceptional provision.

While routine checks of how well pupils are remembering their learning are not yet embedded in a small number of subjects, staff generally use assessment well across the school to spot if pupils have gaps in knowledge. This practice is particularly strong in early reading, where staff are swift to identify pupils who are in danger of falling behind. Staff expertly and quickly put in place extra learning activities to help those pupils keep up. Due to this, pupils learn to read very well.

Pupils do not always benefit from the clubs on offer at school. However, leaders make sure that wider curriculum activities give pupils experiences that build character and confidence. The personal, social, health and economic (PSHE) education curriculum is well embedded. As a consequence, pupils have secure knowledge about diversity and equality. They talk with ease about different religions and cultures and show genuine respect for difference. Leaders have prioritised the broader development of pupils. PSHE and religious education lessons provide activities which require debate and discussion. As a result, pupils develop respect for the beliefs, opinions and views of others.

Leaders and governors care deeply for the well-being and workload of all staff. They are proactive in their support and planning to ensure that the well-being of all is prioritised. Staff appreciate this, and are proud to work for the school and to serve this village community. While the school vision is not yet fully realised, leaders are clear about where they want the school to be and how they will get there. Governors fulfil their statutory duties well and provide the right support and challenge to help the school on its journey. There is a clear and strong moral imperative behind the trust's vision for the school. Both the trust and the diocese provide expert support and guidance. They know the school well and are confident in leaders' capacity to continue to move the school forward.

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise safeguarding, and there is a strong culture of safeguarding throughout the school. Staff are well trained to recognise when pupils and their families may need help. They rapidly raise concerns, and leaders take swift action to ensure the right support for families is in place at the right time.

Leaders work very well with external agencies. However, they are not afraid to challenge these agencies if they feel pupils and their families are not receiving the help they need. Safeguarding records are robust and detailed. Governors have strong oversight of the safeguarding provision in the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, leaders have not yet fully realised their vision for the curriculum. Consequently, pupils do not consistently learn as well as they could across the entire curriculum. Leaders should continue to develop their staff so that all have the knowledge they need to ensure that pupils can build coherent knowledge over time in all subjects.
- During unstructured times of the day, the expectations of behaviour are not always as high. A small number of pupils sometimes display improper behaviour during breaks and lunchtimes. Leaders should ensure the expectations of behaviour are consistently understood and applied by staff and pupils so that behaviour throughout the school day reflects the high ambitions of the school.

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.

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	142140
Local authority	Oxfordshire
Inspection number	10256375
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	192
Appropriate authority	Board of trustees
Chair of trust	Kathy Winrow
Headteacher	Carol Phillips
Website	www.bamptonprimaryschool.org.uk
Date of previous inspection	17 October 2017, under section 8 of the Education Act 2005

Information about this school

- Bampton CofE Primary School is part of the Oxford Diocesan Schools Trust.
- The school is a Church of England school, within the Diocese of Oxford. It was last inspected under section 48 of the Education Act 2005 in January 2020.
- There is a before- and after-school club provision managed by the school, which was part of the inspection.
- The school does not currently use any alternative provision.

Information about this inspection

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

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

- Inspectors met with the headteacher and other members of the leadership team. The lead inspector met with the chair of governors and six other members of the governing body.
- The lead inspector also met with representatives from the trust and a school improvement representative from the diocese.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, art and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors observed pupils' behaviour around the school and in lessons. They also spoke to pupils in lessons and during playtimes and lunchtimes.
- Inspectors considered a range of documents, including leaders' evaluations of the school, their school improvement plan and minutes from governors' meetings.
- Inspectors spoke to parents and carers and also took into account their responses to Ofsted Parent View.
- Inspectors took account of the views of staff through conversations and the responses to the online staff survey.
- Inspectors evaluated the effectiveness of the safeguarding arrangements in the school by speaking with leaders, staff and pupils. The lead inspector met with the designated safeguarding leads to discuss the arrangements for safeguarding. During these meetings, the lead inspector scrutinised records and sampled case files to explore how the school identifies and supports pupils at risk of harm. A team inspector examined the school's work to recruit and check on the suitability of staff. Inspectors also checked the knowledge of staff about their responsibilities.

Inspection team

Nina Marabese, lead inspector

His Majesty's Inspector

Scott Reece

His Majesty's Inspector

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