

Inspection of Standlake Church of England Primary School

Standlake, Witney, Oxfordshire OX29 7SQ

Inspection dates: 17 to 18 January 2023

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

What is it like to attend this school?

Leaders have high expectations and want children to excel. The school vision of 'roots that strengthen, branches that reach and fruit that flourishes' is threaded through everything leaders plan for and do at Standlake. Pupils support and look after each other and demonstrate respect, tolerance and understanding of each other's differences. Pupils understand the school values and model them in their exemplary conduct around the school.

Pupils are fully engaged in school life and experience a wide variety of trips, visits and clubs which they are very enthusiastic about. The school council takes an active role in making school decisions and runs various events, including a shoe box appeal for Romanian children. They are currently fundraising to pay for a teacher for the Romanian school they are partnered with. Pupils value this link with another school and have a strong understanding of the differences between their schools.

Pupils have a clear understanding of what bullying is and said that bullying does not happen at this school. If it did pupils are confident it would not be tolerated and would be dealt with immediately. There are highly positive and warm relationships seen between pupils and staff, and pupils know who to go to if they have a concern or worry.

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

Leaders are constantly developing and refining their curriculum. For example, they have recently introduced a new approach to teaching mathematics which shows pupils are making progress and achieving well. There are well thought out and sequenced plans in place for some subjects such as history and science, which leaders are rightly proud of. As a result of the strong curriculum in these subjects, pupils are clearly demonstrating the knowledge they are learning and remembering over time. In other subjects such as art, computing and music the curriculum is not yet as well developed. Teachers are therefore not enabling pupils to learn and remember the key knowledge in these subjects as well as they do in English, mathematics, science and history.

Leaders have recently implemented a new synthetic phonics programme. This is already having an impact on helping pupils learn to read fluently. While this is in its infancy, staff have worked hard to ensure that the full programme is in place and rapid catch up supports those pupils at risk of falling behind. Pupils read appropriate books for their ability and books have been carefully matched to the sounds that pupils are learning. Staff read a range of books aloud to the pupils, these are often linked to their topics. A member of staff runs library sessions to support pupils with their reading and wider love of books and stories. Pupils love reading and getting to know a range of authors and genres.

Children in the early years have a rich and well-planned environment to explore. Leaders and staff have worked tirelessly to develop an exciting curriculum which gives children an extremely strong start to school life and a solid foundation in readiness for Year 1. Books are everywhere and link to all the key areas of learning. Children maintain high levels of engagement and concentration on the activities they complete. For example, they used very ambitious vocabulary when describing ice. Children are focused and calm and access the classroom resources with purpose. Staff are extremely knowledgeable about effective early years practice and really care for the children in their care. They support them efficiently to ask questions and deepen their learning across the curriculum.

Leaders are highly knowledgeable about pupils with special educational needs and/or disabilities (SEND). Leaders ensure that pupils with SEND get a full curriculum offer, the same as their peers. Leaders have clear systems in place to identify and support pupils with SEND. This is a very inclusive school and one where pupils understand differences and accept them open heartedly.

Pupils behave exceptionally well. They know the clear expectations and behaviour rules and apply those to life in school. Lessons are calm and purposeful, and pupils are clear that this is a school where they respect each other. Leaders ensure that pupils' attendance is good. They help parents to understand the importance of pupils attending school regularly.

Personal development is a real strength of this school. Leaders ensure that pupils receive a rich personal, social and health education offering that goes beyond the classroom. Leaders have introduced '50 things to do before you leave Standlake', which helps pupils to enrich their experiences in and outside of school. Leaders offer a range of trips as well as a host of clubs. Pupils were enthusiastic when talking about visits to the theatre and Houses of Parliament, and the residential visits. Every pupil learns to play an instrument and leaders ensure that pupils develop resilience to apply to situations they find tricky.

Leadership is strong and ambitious for the school and its pupils. Leaders also ensure that staff are well looked after and have a manageable workload. Staff feel there is a real collaborative nature about the school, and one member of staff echoed the sentiments of others by saying 'I love working here!' This positive culture has been created by the headteacher and senior leaders to ensure that staff feel valued. Governors are aware of their statutory duties and have a depth of knowledge about the school and community.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have clear and robust safeguarding systems in place. They know the community and children very well and ensure that pupils are able to discuss any concerns they have with a trusted adult. All staff are well trained and fully aware of the local risks.

There is strong safeguarding culture where staff are able to raise concerns and worries with leaders. Governors are very knowledgeable around safeguarding and ensure that statutory processes are in place.

Pupils know how to keep themselves safe in school through the school's safe rules. Pupils also have a clear understanding of online safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is not yet well sequenced in subjects such as art, music and computing. As a result, pupils do not learn and remember knowledge and skills as well in these subjects. Leaders should make sure that each subject is planned and implemented to the high standards evident in subjects like history and science so that pupils receive a consistent quality of education across all subjects.

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	140983
Local authority	Oxfordshire
Inspection number	10242045
Type of school	Primary
School category	Academy convertor
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	140
Appropriate authority	Board of trustees
Chair of trust	Julian Soanes
Headteacher	Andrew Denham
Website	www.standlakeschool.co.uk
Date of previous inspection	20 June 2017, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Eynsham Partnership Academy Trust.
- The school does not 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.
- During the inspection, the inspectors met with the headteacher. The lead inspector also met with representatives from the local governing board, trust and diocese.
- Inspectors carried out deep dives into these subjects: early reading, mathematics, science and history. For each deep dive, the inspectors discussed the curriculum

with subject leaders, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspectors reviewed the arrangements for safeguarding by meeting leaders responsible for safeguarding, scrutinising safeguarding records, and through discussions with staff and pupils.
- The views of parents and carers were considered through their responses to Ofsted Parent View. Further views of pupils and staff were gathered through Ofsted's online surveys, interviews and discussions conducted throughout the inspection.
- The inspectors reviewed a range of the school's documents, including self-evaluation reports, minutes of governing body meetings, attendance records and behaviour incident logs.

Inspection team

Simon Woodbridge, lead inspector

His Majesty's Inspector

Debra Mansfield

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023