

Inspection of Oxford Grove Primary School

Shepherd Cross Street, Bolton, Lancashire BL1 3EJ

Inspection dates: 2 and 3 February 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Good

What is it like to attend this school?

Pupils flourish in this highly ambitious and caring school. Leaders greet pupils every morning with a warm, friendly welcome. Oxford Grove Primary School is a stimulating and lively place to learn. Staff are unwavering in their determination for every pupil to succeed. As a result, pupils achieve extremely well across the curriculum.

From the early years, children learn how to behave and to take care of each other. Pupils' behaviour throughout school is impeccable. They are polite and respectful to each other and to adults. Pupils have an impressive work ethic. They enjoy learning and take considerable pride in the work that they produce.

Pupils' musical, sporting and artistic talents are nurtured, valued and celebrated. They regularly lead whole-school assemblies on important topics such as anti-bullying or British values. Pupils explained how these opportunities help their diverse community to work well together. They feel happy and safe at school.

Leaders take swift and appropriate action to deal with any incidents of bullying should they occur. Pupils genuinely look after each other. They are extremely proud to take on extra responsibilities in school. These include pupils acting as language ambassadors, OG historians, school councillors and mental health champions. Pupils are keen to support others in their learning, behaviour and well-being.

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

Leaders are committed to ensuring that pupils at this school receive a high-quality education. Leaders have ensured that when they identify potential barriers to pupils' learning, they quickly put solutions in place. As a result, pupils are exceptionally well prepared for secondary school.

Pupils, and their parents and carers, appreciate leaders' aspirations for pupils to be successful. Leaders have designed an exciting curriculum which is carefully constructed to meet pupils' needs and interests. Leaders have ensured that the curriculum is organised well so that pupils deepen their knowledge and understanding successfully over time.

Teachers check carefully on how well pupils understand and remember what they have learned. Staff skilfully adapt how they deliver curriculums to support pupils to address any misconceptions. This helps pupils to apply what they know to more sophisticated concepts. Disruption to learning is extremely rare. This means that teachers can focus solely on delivering the curriculum.

Reading is at the heart of the curriculum. From the beginning of the Nursery class, children are introduced to a well-designed phonics curriculum that sparks their interest in language and sounds. Staff are trained to deliver this curriculum with

confidence. Leaders check that the books pupils read closely match the sounds that they know. Staff identify pupils who fall behind or need extra support quickly. Pupils receive high-quality additional help which ensures that they catch up with their peers.

Pupils learn to read fluently and with high levels of comprehension. They revel in discussing their favourite books and authors. Leaders ensure that pupils are immersed in a broad range of high-quality texts which match the cultural diversity of the school community. Engaging reading spaces capture pupils' imaginations and foster their love of reading.

Pupils with special educational needs and/or disabilities (SEND) achieve especially well. This is because leaders identify the additional needs of pupils with SEND swiftly and accurately. Leaders ensure that pupils with SEND fully access the curriculum and learn well alongside their classmates.

Pupils are proud to represent their school and strive to be members of the team of young leaders. Leaders ensure that pupils develop a love of learning. To this end, all pupils take part in an exciting range of extra-curricular clubs. Leaders ensure that school trips are carefully designed to enhance pupils' learning of the curriculum. Pupils learn about and respect differences between people. They are extremely well prepared for life in modern Britain and for the next stage in their education.

Leaders, including those responsible for governance, are passionate about the continued development of staff. Staff enjoy working at the school. They recognise and value the professional development opportunities that leaders provide for them. Leaders ensure that staff can carry out additional roles and responsibilities effectively. Leaders are cognisant of the workload and well-being of staff.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created an extremely strong culture of safeguarding which is firmly embedded. Staff are well trained and fully understand their role in keeping pupils safe.

Regular safeguarding updates from leaders mean that staff are knowledgeable and vigilant to the signs that may indicate that a pupil is at risk of harm. Leaders work well with other agencies. They have prioritised additional support for families to help their children to achieve well.

Pupils learn about keeping themselves safe online. They revisit this frequently to ensure their knowledge is up to date. Pupils welcome having a trusted adult in school who they can go to if they have any worries.

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	105160
Local authority	Bolton
Inspection number	10242207
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	448
Appropriate authority	The governing body
Chair of governing body	Linda Thomas
Headteacher	Nadine Harvey
Website	www.oxford-grove.bolton.sch.uk
Date of previous inspection	27 September 2017, under section 8 of the Education Act 2005

Information about this school

- Leaders do not use any alternative provision for pupils.

Information about this inspection

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

- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken this into account in their evaluation of the school.
- During this inspection, inspectors met with the headteacher and wide range of other staff.
- Inspectors met with the governing body and held a telephone conversation with a representative of the local authority.
- Inspectors scrutinised a range of documentation relating to safeguarding. They examined leaders' approach to safer recruitment. Inspectors also spoke to staff

about their safeguarding knowledge and checked how well they understood their safeguarding responsibilities.

- Inspectors observed pupils' behaviour during playtimes and while in lessons.
- Inspectors spoke to parents to gather their views about the school. Inspectors considered the views of parents submitted through Ofsted Parent View, including the free-text responses.
- Inspectors carried out deep dives into early reading, mathematics, music and history. They spoke with staff who lead these subjects, visited lessons and spoke with teachers. They also spoke with pupils about their learning and reviewed examples of their work. Inspectors considered how leaders organise other subjects across the curriculum.
- Inspectors observed pupils in key stages 1 and 2 read to a trusted adult.
- Inspectors considered the responses to Ofsted's online surveys for staff and pupils.

Inspection team

Sarah Barraclough, lead inspector	His Majesty's Inspector
David Lobodzinski	Ofsted Inspector
Samantha Birchall	Ofsted Inspector

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