

Inspection of a good school: Stonesfield Primary School

High Street, Stonesfield, Witney, Oxfordshire OX29 8PU

Inspection date: 23 February 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

What is it like to attend this school?

Pupils enjoy coming to school. They are caring towards each other, closely following the 'Stonesfield Way' of showing kindness and respect. Pupils look out for each other's well-being and safety. For example, older pupils help younger pupils at break times, taking their play leader responsibilities seriously.

Leaders are ambitious for all pupils and want them to aim high both academically and in developing strong personal skills. However, there is more to do to make sure these high expectations for pupils' learning are fully realised.

Pupils usually behave well in lessons, particularly when the curriculum is taught well. They play happily together at play times. Pupils' conduct as they move around the school is good. They feel confident that if they have a problem or if there is any bullying, staff will deal with it well. This helps pupils to feel safe.

Parents support the view that the school is nurturing and supportive. Staff know pupils well and build secure relationships. Leaders prioritise pupils' emotional well-being and confidence. One parent reflected the thoughts of others by saying, 'The school is a safe, nurturing and caring environment, maintaining a focus on the children's well-being, both physical and emotional.'

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

Leaders have high expectations of what pupils will achieve. As soon as the headteacher took up post, he made important changes. Staff are enthusiastic about the changes and are keen to give the headteacher their full support. Leaders ensure that the national curriculum subjects are taught. Teachers generally design activities which develop children's skills in reading, listening and speaking. Subject leaders ensure that teachers

know what vocabulary should be emphasised and taught in different subjects. Pupils' work reflects a strong focus on making sure that they know and can use subject-specific words appropriately. However, the curriculum as a whole is not delivered as effectively as it could be. This means that pupils do not learn as well as they should. Teachers do not have sufficient subject knowledge to teach consistently well across different subjects.

Leaders ensure that reading is a priority. Staff teach phonics well, beginning in the Reception class. Teachers explain and articulate the sounds that individual letters and groups of letters make clearly. Pupils read books that match their skills and knowledge. Those who do not keep up with the planned expectations have extra times to practise the most crucial knowledge to help them catch up quickly. Pupils access a diverse range of texts. Teachers encourage pupils to read for different purposes, including for pleasure. Staff select demanding and engaging books that they read to pupils every day. This helps pupils to like reading.

Leaders have logically organised learning in some subjects. However, the content that leaders want pupils to learn and remember is not clear enough in every subject. This means teachers do not always check pupils' learning carefully enough. Pupils do not remember some of the essential knowledge that they need to deepen their understanding. For example, in history, pupils found it difficult to recall specific learning about key and important figures from the past.

Pupils with special educational needs and/or disabilities (SEND) are identified early and accurately. The school uses a range of well-chosen strategies. This enables leaders to pinpoint what will help pupils with SEND to be successful in different subjects. Pupils with SEND are set targets in their education plans that are ambitious and precise. This helps teachers to identify the small steps that these pupils need to learn well. Pupils with SEND particularly benefit from the use of practical apparatus to help them understand what is being taught.

Pupils have positive attitudes to their learning. Staff nurture this from early years where they ensure that children learn to listen, follow routines and take turns. Leaders and teachers work hard to ensure that any misbehaviour is dealt with in a swift and consistent way. This addresses any low-level disruption that may occur. Pupils participate enthusiastically in a wide range of cultural and sporting activities to enhance their learning in the classroom. Staff provide pupils with the chance to represent the school in sport. Pupils enjoy taking on a wide range of responsibilities. For example, they are keen to represent their class on the school council.

Staff are proud to work at the school. They appreciate leaders' actions to develop their skills and support their workload and well-being. Staff morale is high.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make the right checks before staff start working at the school. Once in their role, staff receive effective safeguarding training. They think about safeguarding routinely and have a deep knowledge across a range of aspects related to keeping pupils safe. If a member of staff is concerned about a pupil, they know what to do and when. Leaders follow up any concerns quickly and effectively. Leaders work closely with outside agencies, when necessary. Pupils learn how to keep themselves safe in school and at home. They learn about the risks they may face online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not organised learning in some subjects yet. This means that pupils' knowledge is not secure in each curriculum area. Leaders should ensure that they specify the knowledge that all pupils should.
- Teachers do not all have consistently strong subject knowledge across all curriculum areas. Where this is the case, they do not support pupils' learning well as they should. Leaders need to further support teachers' development so that they can deliver the curriculum effectively in every subject.

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 an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in December 2017.

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	123022
Local authority	Oxfordshire
Inspection number	10256508
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	96
Appropriate authority	The governing body
Chair of governing body	Conrad O'Brien
Headteacher	Matthew Jarvis
Website	www.stonesfield.oxon.sch.uk
Date of previous inspection	5 and 6 December 2017, under section 5 of the Education Act 2005

Information about this school

- The headteacher took up post in January 2023.
- The school does not make use of any alternative provision.

Information about this inspection

- 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.
- The inspectors held meetings with the headteacher and other leaders in school, including with three representatives of the governing body.
- Deep dives were carried out in the following subjects: early reading, mathematics and history. 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.
- The lead inspector met with a representative from the local authority.

- The inspectors examined a range of school documentation, including leaders' self-evaluation, improvement plans and documentation relating to governance.
- A meeting was held with the designated safeguarding lead. The inspector considered the safeguarding policy, training records and examples of reports and records of safeguarding concerns.
- Inspectors took account of the 30 responses to Parent View, including the free-text comments. Inspectors also reviewed the 40 responses to the pupil survey and the 18 staff survey responses.

Inspection team

Richard Blackmore, lead inspector

Ofsted Inspector

Mark Cole

Ofsted Inspector

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