

# Inspection of an outstanding school: Oxon CofE Primary School

Racecourse Lane, Bicton Heath, Shrewsbury, Shropshire SY3 5BJ

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Inspection dates:

6 and 7 June 2023

## **Outcome**

Oxon CofE Primary School continues to be an outstanding school.

## **What is it like to attend this school?**

Leaders have high expectations for what pupils can achieve at Oxon CofE Primary School. Pupils rise to these expectations with pride. They achieve very well across all areas of school. Leaders want pupils to experience 'life in all its fullness'. Pupils enjoy a broad and rich range of experiences across the curriculum as a result. They are well prepared for the next stage of their education.

The school's ethos is underpinned by Christian values. Pupils help others and strive to be good citizens as a result. Pupils are responsible for individual charities in the local and wider community. They understand the challenges faced by different communities. Pupils learn to be 'courageous advocates'. They debate and speak out effectively against social injustices. Leaders support pupils' character development through the well-planned curriculum.

All pupils benefit from holding responsibilities. Older pupils are 'play pals' during play time. They teach younger pupils how to play different games. Pupil prefects remind pupils how to behave around school. They show them how to walk quietly around school during lunchtime. The behaviour of pupils is exemplary as a result.

Pupils' mental health is taken seriously. They say that all staff will listen to their worries. Pupils are happy and safe.

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

Leaders have designed a carefully planned and highly ambitious curriculum. The curriculum is embedded securely and consistently across school. Leaders have identified the key knowledge and vocabulary they want pupils to learn and in what order. This helps pupils to securely and logically shape their knowledge. All subject areas carefully build on pupils' prior learning, including the early years. Wider experiences enhance the curriculum. These are carefully and purposely planned. All pupils, including those with

special educational needs and/or disabilities (SEND) and disadvantaged pupils, benefit from this well-established curriculum.

Teachers and subject leaders have strong subject knowledge. They present information accurately and clearly to pupils. Teachers use ongoing assessment effectively in all subject areas. They know how to accurately support pupils as a result. Subject leaders use this information to continuously improve and adapt the curriculum. In class, pupils share their opinions and listen to the viewpoints of others. For example, in geography, they debate the difference in profits made by farmers and supermarkets, and discuss why fertiliser is used in agriculture. In art, pupils learn how to build their art skills and knowledge over time, starting from the early years. They produce work of exceptional quality. Pupils use subject-specific vocabulary well when discussing their work.

Reading is prioritised across school. Pupils have opportunities to meet authors and enter writing competitions. They take part in local book festivals. Leaders work closely with local book shops. They provide a wide range of books for pupils to enjoy. Leaders and teachers have created a list of 100 books pupils are encouraged to read before they leave the school. Phonics is taught from the start in early years. Those who need additional support receive this quickly. Pupils learn to read accurately and fluently.

Pupils behave very well during lessons. They are enthusiastic about their work and do not give up easily when they find new learning hard. Pupils who need additional support for their behaviour are quickly offered the help they need. In the early years, children know how to take turns and share. They show independence in completing their activities. Children are kind and polite to each other.

Leaders have effective systems in place to identify pupils with SEND. Processes and systems for reviewing their targets are robust and thorough. They are very well supported in class. Teachers know how to identify the support pupils may need quickly. This includes in the early years.

Leaders carefully plan how to support pupils' wider development. All pupils have opportunities to regularly take part in theatrical productions, arts week and sports. This builds pupils' experiences and confidence. Pupils also use this experience to develop their talents and interests further. Leaders want pupils to be the best they can possibly be in all the experiences offered to them. Pupils model these behaviours as a result.

Staff are well supported by leaders. Governors understand their statutory duties. They provide appropriate support and challenge to school leaders. Governors show high priority to the needs of all pupils. Parents and carers say they have great confidence in the leadership and vision of the headteacher.

There is a broad range of extra-curricular activities available to all pupils. This includes art journaling, first aid and sports. Many take up this offer regularly, including pupils with SEND and those who are disadvantaged.

## Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular and effective safeguarding training. This means that they know the potential signs of neglect and abuse. All staff know the importance of reporting and recording low-level concerns. Leaders act quickly and follow up all concerns raised. Information and actions are recorded accurately and robustly. Leaders use this information and engage with external agencies promptly. Families receive effective support quickly as a result.

Recruitment checks on staff and volunteers are robust. All adults receive thorough pre-appointment checks. Pupils can name trusted adults who will help them. The curriculum teaches pupils how to keep themselves safe when online.

## Background

When we have judged outstanding we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 outstanding in May 2016.

## 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

<b>Unique reference number</b>	123502
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10240498
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	426
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Dominic Morris
<b>Headteacher</b>	Mark Rogers
<b>Website</b>	<a href="http://www.oxon.shropshire.sch.uk/">www.oxon.shropshire.sch.uk/</a>
<b>Date of previous inspection</b>	12 and 13 May 2016, under section 8 of the Education Act 2005

## Information about this school

- A new Chair of Governors has been appointed since the last inspection.
- The school is part of the Diocese of Lichfield.
- A Statutory Inspection of Anglican and Methodist Schools inspection to evaluate the distinctiveness and effectiveness of Oxon CofE Primary School as a Church of England school took place on 20 October 2016.
- The school does not use any alternative provider.
- The school has a breakfast club and an after-school club. This is operated by an independent provider.

## 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 school leaders and have taken this into account in their evaluation of the school.

- The inspector met with the headteacher and the deputy headteacher. She met with members of the governing body, including the chair. The inspector also spoke with a representative of the local authority.
- The inspector held meetings with a range of leaders to discuss safeguarding, early years, provision for pupils with SEND, and pupils' behaviour.
- The inspector carried out deep dives in early reading, art and design, and geography. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- The inspector observed pupils reading to a familiar adult.
- The inspector spoke to groups of pupils formally and informally about their learning and experiences at school.
- Safeguarding documents were reviewed, including the checks that leaders make on staff's suitability to work with children. The inspectors examined how staff implement safeguarding policies and procedures effectively across the school.
- The inspector considered responses to Ofsted Parent View, Ofsted's online survey, and the free-text responses received during the inspection.
- The inspector reviewed the responses to Ofsted's staff survey.
- The inspector looked at a range of documentation provided by the school. This included the school's self-evaluation, school improvement priorities, school policies, curriculum documents, SEND records and minutes of meetings held by the governing body.

## **Inspection team**

Anna Vrahimi, lead inspector

His Majesty's Inspector

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