

# Inspection of Chipping Warden Primary Academy

Byfield Road, Chipping Warden, Banbury, Oxfordshire OX17 1LD

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Inspection dates: 23 and 24 May 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 **Good**

Previous inspection grade Good

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

Leaders have worked tirelessly to improve the school. They have established a clear vision that is shared by staff. Pupils learn to care for themselves, each other and their school. Leaders' ambition is that every pupil will be confident, articulate, motivated and well prepared for the next stage in their education, as well as life beyond school.

There are positive relationships between staff and pupils. Pupils say that the school is a happy place where they feel safe. Classrooms are calm and orderly. Pupils behave well and are 'ready to learn'. One pupil described the school as 'peaceful'. They understand the behaviour system in school. They say that it is fair.

Pupils are proud of their school. Each pupil is a member of a house team. Pupils like that the houses are named Lancaster, Spitfire, Wellington and Hurricane as it reminds them of the school's history as a Royal Air Force hospital. Pupils work hard to earn points for their house. It motivates them to work to the best of their abilities.

A large majority of parents appreciate the support their children receive. One parent said, 'The school has a lovely friendly feel.'

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

Leaders have designed a broad and balanced curriculum. For each subject, leaders have identified the key knowledge pupils need to know and remember. The curriculum is organised logically so that pupils' knowledge builds up over time. Pupils have opportunities to apply their knowledge in meaningful ways. Each term, learning is based on a key question. In the early years, children consider 'What makes me, me?' Older pupils address some challenging concepts. In Year 3 and 4 pupils ask, 'What is conflict?' and in Year 5 and 6, 'I say settler! You say invader! Who is right?'

Leaders make sure that the curriculum prepares pupils well for life in modern Britain. Pupils learn to care for the world and to respect the beliefs and cultures of others. They accept difference. They can apply British values to their lives. For example, pupils know that they can express who they are in different ways and recognise that this is 'individual liberty'.

In lessons, teachers present new learning clearly. Their own subject knowledge is strong. Discussion is used in many lessons to deepen pupils' knowledge and to help them to make links with other learning. In a few lessons this practice is not as effective. Teachers check for any misconceptions or knowledge gaps in reading and mathematics before moving on to new learning. These checks are not as fully developed in other subjects.

Pupils with special educational needs and/or disabilities (SEND) are identified without delay. Staff adapt their teaching and make reasonable adjustments to support pupils with SEND. They provide for the different needs of pupils with SEND so that they experience success as they learn. Pupils with SEND are fully included in all aspects of school life.

Leaders prioritise reading. They want pupils to become fluent, confident readers who love books. Early reading is taught well. Staff consistently follow a well organised phonics programme. Children learn the sounds that letters represent right from the start of the Reception Year. Pupils who find reading more difficult get extra help. Teachers read to pupils from a range of books, including classic children's novels and books that promote diversity.

Teachers successfully use texts to support pupils' learning in other subjects. Children in the early years read 'Jasper's Beanstalk' as they learn about plants. They confidently explain what plants need to grow and express their surprise when they find a bean that has sprouted without being watered. Adults model spoken language well in their conversations with children. However, the key vocabulary that teachers want children to learn and use in the early years is not planned out strategically for each topic.

Leaders have ensured that the personal, social and health education (PSHE) curriculum underpins the school's offer for pupils' personal development. Pupils appreciate the opportunities they have to go on trips that 'lift the curriculum off the page'. They talk enthusiastically about their visits to a local canal, Warwick Castle and a science museum. Pupils enjoy taking on additional responsibilities. Older pupils are positive role models for younger pupils.

Governors and trustees are knowledgeable about the school. They have kept a close eye on the school when staff recruitment has been challenging for leaders. They have worked closely with leaders to continue to drive forward school improvement. Staff feel well supported by leaders and enjoy working at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding. Staff receive effective safeguarding training. Safeguarding leaders keep staff informed about local risks. Staff know what to do if they have a concern about a pupil's welfare. There are well established and robust systems for reporting concerns. Safeguarding leaders respond by taking the right action at the right time.

Pupils are taught to be risk aware in an age-appropriate way. Pupils know to speak out if they are worried. Leaders make sure that older pupils are exceptionally well prepared to respond to risks they may face as they move to secondary school.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- In a few lessons, teachers do not always give pupils enough opportunities to discuss their subject knowledge in sufficient depth. Pupils become frustrated when they do not have the chance to share what they know. Leaders should ensure that teachers provide pupils with time to talk about the subject matter being taught so that their knowledge deepens over time.
- Leaders have not ensured that the early years curriculum identifies the key vocabulary that children need to know. As a result, children do not always acquire the language that enables them to talk about their learning sufficiently. Leaders should ensure that the key language they want children to know is planned out precisely so that children can use this language in their learning activities.
- In the wider curriculum, teachers do not routinely identify pupils who may have gaps in their learning or who may have developed misconceptions. This means that pupils may not have a full grasp of what they need to know before moving on to new learning. Leaders should ensure that teachers effectively check what pupils know and remember in all foundation subjects to support pupils' future learning.

## 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>	139847
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10254774
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	78
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Claudia Wade
<b>Headteacher</b>	Rachel Gallyot (Executive Headteacher)
<b>Website</b>	<a href="http://www.chippingwarden.northants.sch.uk">www.chippingwarden.northants.sch.uk</a>
<b>Date of previous inspection</b>	4 February 2020, under section 8 of the Education Act 2005

## Information about this school

- The school is part of PRIME7 multi-academy trust.
- Since the previous inspection an executive headteacher and head of school have been appointed. The executive headteacher is also the chief executive officer and leads the two other schools in the multi-academy trust.
- The school operates a breakfast club.
- The school does not make use of 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 of the school 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 held meetings with the executive headteacher, the head of school and the special educational needs coordinator. The lead inspector spoke with a governor and two trustees, including the chair of the trust.
- Inspectors carried out deep dives in early reading, mathematics and religious education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, spoke with teachers and pupils, and looked at samples of pupils' work. An inspector observed pupils from Year 1, Year 2 and Year 3 reading to a familiar adult.
- To evaluate safeguarding the lead inspector met with safeguarding leaders and reviewed the actions they take to keep pupils safe. A range of documents in relation to safeguarding were reviewed, including the school's single central record.
- Inspectors reviewed a wide range of evidence, including leaders' self-evaluation documents, school development plans, minutes of governing body meetings and records of pupils' behaviour and attendance.
- Inspectors observed pupils' behaviour at lunchtime, in lessons and around the school. They also spoke with pupils about their views on behaviour and how safe they feel in school.
- Inspectors considered responses to Ofsted's online questionnaire, Ofsted Parent View, and considered the results of the Ofsted staff and pupil surveys. An inspector spoke with parents at the start of the school day.

### **Inspection team**

Caroline Poole, lead inspector

His Majesty's Inspector

Sally Wicken

Ofsted Inspector

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