

Inspection of Windrush Church of England Primary School

Isabelle Spencer Way, Witney OX29 7DL

Inspection dates: 20 and 21 February 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Claire Doland. This school is part of the River Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Paul James, and overseen by a board of trustees, chaired by Jeremy Long.

What is it like to attend this school?

The school's motto, 'learn, love and live life in all its fullness', lies at the heart of its work, providing a firm framework for everyone in the school. Pupils are happy, settled and achieving well in this friendly and welcoming school. They are enthusiastic learners and get on very well together.

Classrooms are calm, and there is a purposeful buzz of learning. Pupils are proud of their school and care about the environment. The school's citizenship programme successfully encourages personal responsibility, such as a recent litter-picking event initiated by the children in Reception class. Staff expect all pupils to do their very best. They build warm and respectful relationships with pupils, who feel valued and secure as a result. Adults take good care of the children in the nursery, who have settled into school nicely.

Windrush Church of England Primary School plays an increasingly active role in the local community. The school reaches out to local families and welcomes community involvement in initiatives such as the current project to develop a sensory garden. The headteacher and her staff team establish strong and trusting relationships with parents. Many parents commented on how approachable they find staff. One said: 'The school's values shine through in everything it does. It is at the heart of our community.'

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

The school is committed to the local community and to making sure that all pupils learn well and thrive. Staff radiate enthusiasm for teaching, regardless of the inevitable challenges associated with opening and developing a new school. Parents are pleased with the school and are rightly confident that their children are in safe hands. One parent said: 'Staff work tirelessly to get the best for the pupils.'

The school's inclusive atmosphere ensures that every pupil is welcomed and that all are valued equally. Pupils with special educational needs and/or disabilities (SEND) are respected members of the school community. This is evident, for example, in the way that these pupils learn alongside their classmates in the classroom. Teachers adapt the curriculum well so that all pupils can join in and enjoy success during lessons. Strong partnerships between school and home, such as the sharing of valuable strategies to help parents support their children, make a notable contribution to pupils' learning and development.

The school's curriculum has been carefully designed to support learning across a wide range of subjects. Learning is enhanced with subjects and themes that have been chosen to help promote the school's values and aims. For instance, a 'nature' curriculum strand contributes to pupils' awareness and appreciation of the environment and their responsibility for its future. Disadvantaged and vulnerable pupils are prioritised for extra-curricular activities to ensure that they have the same opportunities as their peers. Strong partnership work with parents has helped to

secure significant improvements in attendance in the past year. This has ensured continuity of learning and strong progress through the curriculum.

Leaders have rightly prioritised developing the curriculum in the teaching of reading, writing and mathematics since the school opened. These subjects are now securely embedded and taught effectively throughout the school. The school is now rightly focusing on developing the curriculum in subjects that are less well developed to ensure that pupils learn consistently well.

Pupils behave well in lessons most of the time. Quiet reminders are usually sufficient to refocus any pupils whose attention wanders during lessons. Pupils in Year 2 provide strong role models for the younger pupils. The school successfully promotes excitement about reading. High-quality books are chosen with care to capture pupils' interest, and staff read to pupils with enthusiasm and expression. The school's phonics programme ensures that pupils learn reliable reading skills. Almost all pupils achieved expected levels in the Year 1 phonics check in 2023. The older pupils read with increasing fluency and confidence and are well prepared for learning the key stage 2 curriculum.

Well-established routines and clear expectations contribute to the school's smooth running. During lunchtimes, for instance, younger pupils wait patiently for their lunch, demonstrating impressive balance and control when carrying it to the dining table, and they enjoy chatting sensibly with friends while they eat.

Leaders are understandably pleased with the school's development since it opened and share the same high aspirations for its future. Governors, trustees and diocese representatives work constructively with the school to provide support and challenge. Considerate steps have been taken to support staff, who appreciate the attention given to their views and opportunities to share expertise with other schools in the trust. Staff are proud to work in the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is at an earlier stage of development in a small number of subjects. Pupils do not always learn as consistently well as they could where this is the case. The school should continue with ongoing work to develop a well-designed and effective curriculum 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	148570
Local authority	Oxfordshire
Inspection number	10296476
Type of school	Primary
School category	Academy free school
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	97
Appropriate authority	Board of trustees
Chair of trust	Jeremy Long
CEO of the trust	Paul James
Headteacher	Claire Doland
Website	www.windrushschool.org
Date of previous inspection	Not previously inspected

Information about this school

- The school opened in September 2021. The school has not previously been inspected under section 5 of the Education Act 2005. A denominational inspection of the school has not yet taken place.
- There are currently pupils in Nursery, Reception, Year 1 and Year 2. The school's nursery admits children between the ages of two and four.
- The school is a Church of England school with a Christian ethos. It is a member of the River Learning Trust.
- The school does not use alternative provision.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders. They spoke with a range of staff at different times during the inspection.
- The lead inspector met with four members of the local governing body, including the chair. She also met virtually with three trustees, including the chair of trustees, and had a telephone discussion with a representative of the Oxford Diocese Board of Education.
- Inspector carried out deep dives in these subjects: reading, mathematics and art. Deep dives included visiting lessons, looking at pupils' work and talking with subject leaders, teachers and pupils about how teaching in these subjects builds pupils' knowledge over time.
- Inspectors spoke with pupils in lessons, during the lunch break and at other times around the school. They also met with a group of pupils to gather their views of the school.
- Inspectors assessed the school's culture of safeguarding throughout the inspection. The lead inspector reviewed a wide range of safeguarding documents and records. She also checked the single central record.
- The views of staff and pupils were gathered through a range of sources, including Ofsted's surveys and discussions.

Inspection team

Julie Sackett, lead inspector

His Majesty's Inspector

Linda Culling

His Majesty's 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 2024