

# Inspection of a good school: Sunningwell Church of England Primary School

Dark Lane, Sunningwell, Abingdon, Oxfordshire OX13 6RE

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Inspection date: 12 June 2024

## 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. The school's next inspection will be a graded inspection.

## What is it like to attend this school?

Pupils are happy and know the importance of behaving well. They enjoy being part of the school, which they say 'feels like a family'. Pupils appreciate the rich opportunities the school provides beyond their small community. School visits are varied and frequent. They include visits to Windsor Castle and local visits to a residential care home for older people. Pupils value these visits.

Pupils feel safe. They trust adults to help them if they are worried. Pupils are kind and courteous to one another. Routines and expectations are well established so pupils work attentively in lessons and the school is calm. The youngest children quickly learn to share and take turns. They play and learn together well. Older pupils enjoy their role as reading buddies, sharing their favourite stories with younger pupils.

Fostering a love of reading starts as soon as children join school in early years. Here, children begin to learn the sounds they need to become confident readers. Author visits and book events are regular occurrences. Pupils enjoy a range of texts, including familiar traditional tales and stories from other cultures. The school recognises the need to make improvements to other subjects to ensure pupils learn as confidently across the full curriculum.

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

The school's curriculum is broad and aims to help all pupils, including those with special educational needs and/or disabilities (SEND), to learn and achieve. This is especially so in reading and mathematics. The curriculum has been planned in small steps for these subjects. Pupils build on previous learning successfully by practising important skills at the start of each lesson. They make good progress and master mathematical knowledge quickly. The work pupils produce shows they are gaining knowledge and skills over time.

In these subjects, staff use their training and expertise to design learning that is memorable. For example, pupils with SEND use a range of visual aids to recognise numbers and patterns. This helps pupils solve harder problems. Teachers also use questions skilfully to deepen pupils' understanding.

Reading is a priority across the school. Staff have the skills and training they need to help pupils learn the sounds they need to read with fluency. Teachers measure progress carefully. They have plans to ensure all pupils are keeping up. Support for those pupils who have gaps is timely and targeted. As a result, pupils enjoy learning to read.

However, in other subjects, the knowledge and skills pupils need to learn are not taught in a logical order. Pupils cannot always remember what they have been taught. They can explain what they are learning now but do not have the opportunity to build and retain knowledge over a period of time. As a result, they find it difficult to explain their understanding of the topics they have explored.

In reading and mathematics, teachers regularly check what pupils know and remember. However, this does not consistently take place in other curriculum subjects. Teachers do not check how well pupils remember essential knowledge. This means that pupils have gaps in their learning so do not build new skills, vocabulary and understanding securely.

Pupils enjoy their learning. They answer questions confidently. They are eager to discuss their thoughts and reasons with each other. Classrooms are orderly as teachers insist on positive behaviour. If a pupil does go off task, teachers quickly remind them of the expectations. Most pupils have good attendance. The school takes effective action to support the small number of pupils who do not attend regularly.

Pupils show tolerance and respect of others and are proud to be members of the school community. They enjoy learning about other customs and cultures different to their own. Pupils are keen to take on roles of responsibility. This includes participating in the school parliament. They have influenced important positive changes in the school, such as turning the meadow into a reading area and creating quiet areas throughout the school.

Pupils understand how to take care of their own health and well-being. They learn how to stay safe when using the internet and when they are out in the community. Sport is an important part of the school. Pupils take part in a wide range of activities. They value the opportunities to compete against other schools in a wide variety of sports.

## **Safeguarding**

The arrangements for safeguarding are effective.

The school realises that the process used to record information is not as accurate as it could be. It recognises that sometimes information is duplicated and is unclear. The school has plans to change the processes and practices used to better support accurate information-gathering and analysis.

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

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

- The safeguarding processes used to record the help pupils need and receive are not always as accurate as they could be. This means that the school is not always fully recording the impact of its actions. The school must strengthen the way in which it tracks early help processes and subsequent actions taken.
- In some subjects, the curriculum is not coherently planned and sequenced. As a result, pupils do not build knowledge systematically over time. The school should ensure that it identifies and sequences the important knowledge that pupils need to know and remember in these subjects.
- In some subjects, the school does not ensure that teachers regularly check how well pupils have understood the intended learning of the curriculum. This means that some pupils do not have a secure foundation of knowledge on which to learn more. The school should ensure that all teachers use effective assessment strategies to identify and quickly close gaps in pupils' learning.

## 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 January 2019.

## 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

<b>Unique reference number</b>	123161
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10321870
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	73
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Tim Myatt
<b>Headteacher</b>	Anita Leech
<b>Website</b>	<a href="http://www.sunningwell.oxon.sch.uk">www.sunningwell.oxon.sch.uk</a>
<b>Dates of previous inspection</b>	15 and 16 January 2019, under section 5 of the Education Act 2005

## Information about this school

- The school is a Church of England school and is in the Diocese of Oxford. The school received its Statutory Inspection of Anglican and Methodist Schools in November 2023.
- The school provides and manages a breakfast and after-school club.
- This school does not use any alternative provision.

## Information about this inspection

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.
- The lead inspector met with the headteacher and three governors, including the chair. She had phone calls with a representative of the diocese and a representative from the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors reviewed the school's attendance and behaviour records, as well as a number of policies and its self-evaluation.
- Inspectors observed pupils' behaviour around the school during lessons, in assembly and at lunchtime and playtime. Inspectors also spoke to staff and pupils to hear their views.
- The inspectors spoke with staff and pupils to gather their views. They considered parents' and carers' responses to Ofsted's online survey, Ofsted Parent View. The inspectors also took account of responses to the staff and pupil surveys.

### **Inspection team**

Charlotte Wilson, lead inspector

Ofsted Inspector

Ian Elkington

Ofsted Inspector

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