

Inspection of Brize Norton Primary School

Station Road, Brize Norton, Carterton, Oxfordshire OX18 3PL

Inspection dates: 25 and 26 June 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 Robyn Jones. This school is part of the Oxford Diocesan Schools Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Anne Dellar, and overseen by a board of trustees, chaired by Kathy Winrow.

Ofsted has not previously inspected Brize Norton Primary School as an academy under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection of the predecessor school.

What is it like to attend this school?

Brize Norton is a welcoming and inclusive primary school. The strong ethos of, 'We SHINE for ourselves and each other,' underpins the work of the school. Pupils are happy to attend. They have positive relationships with each other and with staff. They know they can talk to staff if they are worried about anything.

Leaders have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Children in the early years settle in quickly. They soon begin to share, take turns and help each other. The early years curriculum prepares children well for learning in Year 1. All pupils at the school benefit from a stimulating learning environment. The effective outdoor areas provide them with many purposeful opportunities to play, relax and explore.

Pupils are courteous, caring and respectful. They are proud of the contributions they make to the school in their various leadership roles. The school supports pupils from service families very well. Pupils benefit from a range of trips and clubs that go beyond the academic curriculum. For example, they speak with fondness about 'forest school', 'Young Voices', as well as visits and residential trips.

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

Strong action from the school and trust to improve pupils' learning has been taken. Together they have developed an ambitious curriculum that flows logically from the beginning of the Reception Year to the end of Year 6. The knowledge, skills and vocabulary pupils need to learn is well organised. This is in place for all subjects. Careful thought has gone into the sequence of learning in mixed-age classes.

In most subjects, teachers deliver the curriculum well. In mathematics, for example, teachers ensure pupils' learning builds well year on year. In geography, pupils' key knowledge of people and places develops as they progress through the school. However, in a small number of subjects, the curriculum is new and not embedded fully. As a result, teachers do not always match the tasks that they set pupils to the curriculum. This hinders how well some pupils learn the curriculum as it does not build on previous learning as effectively as the school intends.

Reading is a high priority for the school. Teachers choose texts thoughtfully to share with pupils as part of English lessons. These texts inspire pupils to read a wide range of books and develop their love of reading. The school has taken robust action to address pupils' previously low outcomes in phonics. Staff deliver the phonics programme effectively. Adults provide targeted additional help for pupils who are falling behind to catch up. Sometimes this support is not as effective as it could be and opportunities to practise key phonic skills are not always maximised. This means that some pupils do not catch up as quickly as they could.

Some parents say that their child's needs were not identified quickly enough, particularly those with SEND. The school and trust have now implemented an

effective process for identifying pupils with SEND. This practice is embedding across the school. While improvements have been made, pupils with SEND do not always make the progress they could in class. Sometimes tasks are not matched to pupils' needs well enough. This can lead to an over-reliance on adult support or, at times, pupils' off-task behaviour.

The vast majority of pupils behave very well. They begin to learn the behaviour routines quickly in the Reception Year. The school has high expectations of pupils' behaviour throughout the school. There are systems in place to support pupils with their behaviour, when needed. The school focuses effectively on promoting good attendance. As a result, the number of pupils who are persistently absent has considerably declined.

Pupils are very respectful of different cultures, beliefs and religions. Through assemblies and lessons, pupils learn about the importance of protected characteristics. Pupils learn about healthy relationships and how to stay safe. For example, they learn about the risks that they might encounter while cycling on the road or when they are online. Pupils learn that they can make a positive difference to the lives of others, including through village events.

School leaders, including local governing board members and the trust, are realistic in their evaluation of the school. They have a detailed understanding of the school and its priorities. They recognise that some actions require time to embed. Nonetheless, pupils are benefiting from what has already been established. Most parents acknowledge the positive impact these developments have on their child's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The implementation of the revised curriculum and the training staff have received is embedding, including in early reading. Consequently, some pupils' learning is not consistently secure in phonics and some other subjects. The school should ensure that the intended curriculum is fully implemented and monitored effectively to help pupils remember and use important subject knowledge as the school intends.
- Occasionally, some pupils with SEND are given work or support that does not accurately meet their needs. This means that, at times, pupils rely too much on adult support or are not challenged enough. The school should ensure that all pupils are given work that meets their needs and enables them to build the knowledge, skills and vocabulary that they are capable of.

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	142645
Local authority	Oxfordshire
Inspection number	10322013
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	135
Appropriate authority	Board of trustees
Chair of trust	Kathy Winrow
Headteacher	Robyn Jones
Website	www.brizeprimary.org
Date of previous inspection	Not previously inspected

Information about this school

- Brize Norton Primary School is part of the Oxford Diocesan Schools Trust. The school joined the trust in 2016.
- The headteacher started in September 2022. The deputy headteacher and the school's special educational needs and disabilities coordinator (SENDCo) both started at the school in January 2023.
- The school currently uses one unregistered alternative provider.

Information about this inspection

The inspector(s) 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 has 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 carried out deep dives in these subjects: early reading, mathematics and geography. 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.
- Inspectors met with the headteacher and other leaders within the school. The lead inspector also met with members of the local governing board, including the chair, the chair of the trustees, and two educational representatives from the trust including the chief executive officer.
- 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 a range of the school's documentation including self-evaluation reports, minutes of local governing body meetings, minutes of trustee meetings and behaviour incident logs.
- The inspectors considered the views of parents shared through Ofsted Parent View and inspectors also spoke with parents on the first day of the inspection.
- The views of staff were gathered through interviews and discussions conducted throughout the inspection, as well as the staff survey.
- Inspectors gathered pupils' views throughout the inspection, including through the classroom visits, group discussions as well as at playtimes and lunchtime.

Inspection team

Chris Parker, lead inspector

His Majesty's Inspector

Baljit Bhabra

His Majesty's Inspector

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