

Inspection of Greatworth Primary School

Helmdon Road, Greatworth, Banbury, Oxfordshire OX17 2DR

Inspection dates: 26 and 27 November 2024

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?

Greatworth Primary School is a friendly and caring community. Everyone knows each other and gets on well. Pupils are polite and well mannered. They thrive on positive relationships with staff and respond well to the great trust placed in them.

The school is a hive of activity, and pupils are eager to get there each day. The school's hallmark is the wide range of memorable experiences provided for pupils. Pupils often visit museums and galleries. Older pupils enjoy adventurous residential visits. There are several sports clubs, and all pupils can represent the school in events. Pupils are inspired to produce high-quality artwork. Many are passionate about the performing arts. Pupils enjoy singing and drama. They can learn to play string instruments and more. The popular performing arts evening allows pupils to show off their talents.

Pupils are empowered to organise their own clubs. At lunchtimes, pupils practise dance routines, sports activities or create artwork. Pupils learn to be responsible. They set up and tidy the hall at lunchtimes. Older pupils sit with younger ones to model good table manners.

Pupils grow into confident individuals here. Through an ambitious curriculum, they achieve well. When they leave, pupils are well prepared for secondary school.

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

Children in the Reception Year get off to a flying start with their education. They start learning to read straightaway. They enjoy phonics lessons and soon grow in confidence. They experiment with writing, applying the sounds they have learned. While pupils are learning phonics, their books are very carefully matched to the sounds they know. Pupils quickly become fluent and avid readers. They are encouraged to read 100 age-appropriate quality texts every two years. The school engages well with parents and carers to make sure pupils read regularly at home as well as at school.

The school provides an inspiring and ambitious curriculum. Key knowledge is thoughtfully selected with Greatworth pupils specifically in mind. For example, part of the curriculum has focused on the school's proximity to the High Speed Two rail network, motorway and canals. Topics are brought to life through visits. For example, to the railway museum and Greatworth Farm. The curriculum is carefully crafted to enable pupils to successfully build and connect knowledge over time. The curriculum for the Reception Year prepares pupils well for Year 1.

The curriculum is mostly delivered well. Pupils are taught and encouraged to use ambitious vocabulary. This helps them be more precise when explaining their knowledge, in mathematics for example. Teaching is mostly suitably adapted for pupils with special educational needs and/or disabilities (SEND). The school has an accurate understanding of these pupils' needs. Sometimes the tasks given to all pupils are not suitable for helping them secure or build on the ambition of the intended learning.

Teachers ask questions that check what pupils know. However, they do not always use the information they glean from these questions to adapt their teaching to address the needs of individuals. That means some pupils have misconceptions that go unaddressed, and they struggle to access learning activities. Others focus on simple tasks that inhibit their ability to secure the depth of understanding they could.

The school has introduced regular 'cumulative quizzes' to help pupils remember what they have been taught. Most pupils remember well. They are increasingly confident in verbalising what they know.

Pupils behave well. They discuss ideas sensibly in class and follow reminders when it is time to listen carefully. Pupils are encouraged to have good attitudes and develop resilience. When they encounter a challenge, they try to follow the school's motto and think 'Yes, I can!' rather than give up. Pupils are encouraged to receive advice and keep aiming for improvement, rather than perfection.

The school also ensures pupils learn about life beyond their small village community. Pupils learn how life can be more culturally diverse. Their understanding is strengthened through visits to different places of worship, such as a mosque, a mandir and a gurdwara. Pupils are interested in different beliefs and perspectives. They recognise that everyone should be treated fairly and with respect.

Governors are strategic and efficiently organised to support and challenge the school. They fulfil their roles and responsibilities effectively. The school is well supported by local authority consultants to make improvements. Professional development activities are well considered. In a small school, one or two changes of staff, as seen recently, represent a big change. However, the school provides extensive support to help new staff settle in and get to grips with the curriculum. At the same time, the school considers staff workload carefully. Staff receive additional time to help them undertake the range of responsibilities they hold at 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 learning activities set for pupils do not consistently help them effectively learn the school's ambitious curriculum. As a result, some pupils are not learning the knowledge that was intended. The school should ensure that learning activities support pupils to achieve well.
- The school has not ensured that pupils' learning is checked and responded to consistently well. Sometimes, instances where pupils have misconceptions or further knowledge are not responded to. The teaching and activities given to pupils are not

adapted accordingly. This limits learning. The school should ensure that pupils' knowledge is checked and responded to consistently well.

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	121822
Local authority	West Northamptonshire
Inspection number	10268955
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	65
Appropriate authority	The governing body
Chair of governing body	Paul Smith
Headteacher	Lesley Lutas-Brown
Website	www.greatworthschool.co.uk
Dates of previous inspection	30 and 31 January 2018, under section 5 of the Education Act 2005

Information about this school

- The school does not currently use any provider of alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This is 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 representatives of the governing body, and she also met with a representative from the local authority.
- Inspectors met with senior leaders of the school and considered a range of documentation.
- Inspectors conducted deep dives into the subjects, early reading, mathematics, and geography. For each deep dive, the 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.
- The lead inspector listened as pupils read to a familiar adult. Inspectors also considered evidence about some other curriculum subjects.
- 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 observed pupils' behaviour in lessons and around the school site during breaktimes.
- The inspectors spoke with groups of pupils and staff. Inspectors spoke to parents and considered the responses to Ofsted Parent View. They also considered the responses to Ofsted's surveys for staff and for pupils.

Inspection team

Claire Stylianides, lead inspector

His Majesty's Inspector

Jackie Stirland

Ofsted Inspector

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