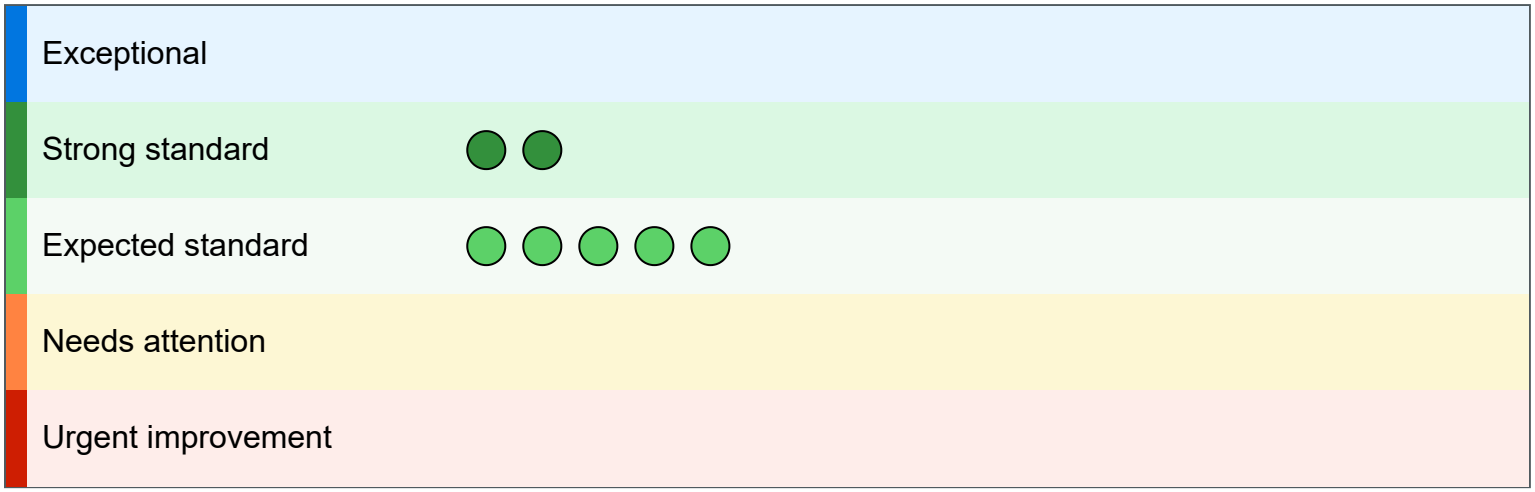
# Deddington Church of England Primary School

**Address:** Earls Lane, Deddington, Banbury, Oxfordshire, OX15 0TJ

**Unique reference number (URN):** 144530

# Inspection report: 14 April 2026




## Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

**How we evaluate safeguarding**

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

# Strong standard

## Attendance and behaviour

**Strong standard**

The school offers a wealth of opportunities for pupils to enrich their learning. Pupils clearly want to be in school and not miss out on learning, being with friends or the additional activities they can take part in. Consequently, attendance is above national averages for all groups and persistent absence is consistently low. Leaders ensure that they support and help pupils and families to reduce barriers to regular attendance as soon as concerns arise.

Pupils behave well and live up to the school's high expectations for their conduct and attitudes. They embody the school rules and are 'kind and responsible' towards others. Relationships between staff and pupils are underpinned by mutual respect and care.

Incidents of bullying or discrimination are very rare and pupils are confident to 'call out' this type of behaviour if they see it. They know that leaders and staff will deal with any issues quickly. Where required, pupils who need additional help to manage their behaviour receive well-considered, effective support to manage their feelings and emotions successfully. Leaders ensure that staff are well supported through training and other strategies to be able to help pupils effectively.

## Personal development and wellbeing

**Strong standard**

Leaders ensure that pupils access a rich and varied range of opportunities and experiences. This is particularly evident in their work to inspire pupils to gain insight into jobs and careers they can pursue in their future lives.

The personal, social and health education curriculum enables pupils to develop a broad and deep understanding of the themes covered. For example, pupils know how to keep safe online, and they are aware of the importance of healthy lifestyles and looking after their own mental health. They can also make profound links with the fundamental British values and celebrate individual differences maturely and respectfully. The curriculum enables pupils to gain a firm understanding of protected characteristics and consent.

Pastoral support is effective and helps all pupils to have a palpable sense of belonging. At lunchtimes, highly effective strategies and support help pupils who may otherwise find this unstructured time too overwhelming. As a result, pupils learn to work together, solve problems and develop independence.

Pupils understand their role in the world and the local community. For instance, 'Planet Protectors' consider the ways in which they can work with their peers to protect the planet environmentally and look after local habitats.

Pupils broaden their lived experiences through carefully considered trips and visits, which enhance their learning. They pursue their interests and hobbies through the clubs the enjoy. The school production is a particular example of this as it enables pupils to perform in the local theatre. As a result, many pupils discover their love of the arts and go on to perform in the village pantomime. Leaders track participation carefully to ensure all pupils benefit from

the wide offer. All pupils, including those who are disadvantaged, are actively encouraged to take part.

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## Expected standard

### Achievement

**Expected standard**

Pupils typically achieve well and broadly in line with national averages. They make secure progress through the curriculum and learn the skills in reading and mathematics to be successful. Phonics outcomes are equally positive.

Leaders ensure that all pupils, including those who face a range of barriers to their learning, achieve broadly in line with their peers and are ready for their next stage of education. Pupils recall of the wider curriculum is impressive. They recall key dates and information confidently and make links between subjects they study, for example when discussing the legacy left by the Romans or in more recent times, Rosa Parks. Older pupils make reference to the skills they have learned in art and discuss how they apply them to their current work, such as when sketching.

### Curriculum and teaching

**Expected standard**

Leaders ensure that pupils study a broad and ambitious curriculum. It is well sequenced and builds progressively from the early years to the end of Year 6. The curriculum also maps out precisely the important vocabulary and skills that pupils need to know in each subject and at each stage. Leaders have a clear understanding of the quality of both the curriculum and teaching. They use this to strengthen and further refine the learning that pupils receive.

Pupils learn to read well. Staff deliver the school's phonics programme with accuracy. Typically, pupils secure the necessary foundations in reading, writing and mathematics. However, occasionally, gaps in some pupils' transcription skills are not addressed quickly enough. Where this happens, these pupils do not learn as well as they could.

Teachers generally have secure subject knowledge and deliver the curriculum well. They use regular checks to identify gaps and to support pupils who may be at risk of falling behind, including those pupils with special educational needs and/or disabilities. When used well, staff use their checks to ensure that adjustments to task design are made to enable pupils to be successful. However, this precision is not yet as consistent as leaders intend.

### Early years

**Expected standard**

Children in the early years are happy and settled. They enjoy learning with their friends and taking part in interesting learning activities. Staff set out clear routines and expectations, which children know well and follow thoughtfully. In class, children focus carefully on the task in hand. They feel safe and happily engage with their learning enthusiastically. The school establishes positive relationships with parents and carers and work with them to offer support and guidance should any needs arise. Children who face any barriers to their

learning are carefully supported by staff to ensure their needs are identified quickly and met successfully. Typically, children achieve above national expectations and are well prepared for their learning in key stage 1.

Leaders have developed a carefully sequenced curriculum that covers all areas of the foundation stage. Children successfully learn the basic skills and knowledge they need to be ready for their future learning. They learn to read, write and count right from the start. Well-trained staff deliver the school's phonics programme with precision.

Care practices and routines are well established, and staff ensure that children are well cared for. Children develop a secure understanding of their emotional needs through a range of stories and images to support them.

## Inclusion

**Expected standard**

Leaders are ambitious for all pupils and want them to thrive. There is an inclusive ethos across all areas of the school's work. As a result, pupils' needs are identified quickly and with accuracy. Effective partnerships with parents and carers alongside external agencies ensure that pupils are typically well supported. Leaders understand the range of potential barriers pupils may typically face. They work effectively to ensure that pupils and their families have the support they need to address these.

Pupils with special educational needs and/or disabilities, and those who experience other barriers are well supported either with their academic or emotional needs. Staff value the training they receive to be able to help pupils in lessons. Leaders reflect carefully about the training staff receive. They check and make sure that it continually develops staff expertise in the different areas. Carefully considered emotional support, such as bespoke lunchtime provision in the outdoor learning area, supports those pupils who can become overwhelmed or dysregulated.

The pupil premium funding is used effectively to support disadvantaged pupils. This ensures that these pupils make secure progress both personally and academically. The way leaders check and consider the impact of additional funding is commendable, ensuring that all pupils benefit from the school offer.

## Leadership and governance

**Expected standard**

Leaders work effectively to ensure that the curriculum and teaching are of a high standard. They have a precise understanding of the school's strengths and what need to improve further. Leaders have worked very well to strengthen the offer for inclusion especially. They base all decisions on pupils' best interests.

Staff training and development is well considered and supports all staff in their roles. Staff appreciate the recent training on managing and supporting pupils' additional needs. They express high levels of satisfaction and speak positively about any improvements made and the high-quality training they receive. This reflects a supportive and purposeful culture of continuous improvement. Those staff who are new to teaching feel well supported by leaders and the trust. Staff are unanimous in their praise of leaders, who ensure their wellbeing is considered.

Governors and the trustees meet their statutory duties effectively. Governors provide effective levels of support and challenge for school leaders. They know the school well and understand its context and challenges. Parents and carers are positive about many aspects of the school's work, including the quality of care provided and the opportunities it offers. In addition leaders are outward facing and ensure they work with a range of external agencies, other schools and networks that are available to them.

## What it's like to be a pupil at this school

Pupils arrive each morning eager for the day ahead and excited to find out what they will be learning. They are pleased to see their friends and the staff, who warmly welcome them to this nurturing, happy and safe place. The school's value of 'Let your light shine' is the hallmark of everyday routines, which ensures that all pupils feel valued and included.

Leaders ensure that all pupils experience a broad and enriching offer, not just academically but socially and emotionally as well. Pupils are enthusiastic learners who develop their knowledge and skills across the curriculum well. Those pupils who face barriers to their learning, including pupils with special educational needs and/or disabilities, are supported effectively. Typically, pupils achieve close to national expectations by the end of Year 6. They are well prepared for the next stage in their education.

Pupils focus intently in lessons because they are inspired by learning. They also behave well at social times. Pupils know that bullying is wrong, and this is not something that they worry about. They are confident about speaking to an adult if they have any worries and trust that adults will help when needed.

Pupils' enjoyment of school is evident in their high attendance. They describe their learning as 'fun and exciting'. Playtimes are a hive of activity. For instance, pupils relish making dens, climbing nets and playing with their friends.

The school provides all pupils with a wide range of activities, events and experiences which broaden their horizons. A particular highlight is the school production, which all pupils love to take part in every year at a local theatre. Pupils develop an understanding of the part they play in school and the contributions they make to the wider community.

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## Next steps

- Leaders should ensure that staff skilfully identify and address any misconceptions in pupils' transcription skills so that all pupils use and apply their writing skills securely across the curriculum.
- Leaders should ensure that staff are well trained and use their checks consistently to ensure that adjustments to tasks are highly effective and enable pupils to deepen their understanding in all subjects.

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## About this inspection

This school is part of 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 (CEO), Sharon Mullins, and overseen by a board of trustees, chaired by Kathy Winrow.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other school leaders and staff. Inspectors also spoke with the CEO, the chair of the board of trustees and local governors.

The inspectors confirmed the following information about the school:

This school is registered as having a religious character. It is a Church of England school in the Diocese of Oxford. Its last Section 48 report was in April 2018.

The school does not use any alternative provision.

Headteacher: Clive Evans

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**Lead inspector:**
Simon Woodbridge, His Majesty's Inspector

**Team inspectors:**
Laura James, His Majesty's Inspector
Philip Wayne, Ofsted Inspector

## Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

This data is from 14 April 2026

## School and pupil context

**Total pupils**

**211**
Close to average

**What does this mean?**

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

**School capacity**

## 210
Below average

**What does this mean?**

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

**Pupils eligible for free school meals (FSM)**

## 8.53%
Well below average

**What does this mean?**

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

**Pupils with an education, health and care (EHC) plan**

## 4.27%
Close to average

**What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

**Pupils with special educational needs (SEN) support**

## 10.43%

Below average

**What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

**Location deprivation**

## Well below average

**What does this mean?**

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

**Resourced Provision or SEND Unit (if applicable)**

## No resourced provision

**What does this mean?**

Whether school has Resourced Provision or SEND unit (if applicable).

## All pupils' performance

**Pupils reaching the expected standard in reading, writing and mathematics**

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 62% | 61% | Close to average |
| **2024/25 (revised)** | 75% | 62% | Above |
| **2023/24 (final)** | 55% | 61% | Close to average |
| **2022/23 (final)** | 52% | 60% | Close to average |

**Pupils reaching the expected standard in reading**

The percentage of pupils meeting the expected standard in reading.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 74% | 74% | Close to average |
| **2024/25 (revised)** | 89% | 75% | Above |
| **2023/24 (final)** | 66% | 74% | Below |
| **2022/23 (final)** | 67% | 73% | Close to average |

### Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 76% | 72% | Close to average |
| **2024/25 (revised)** | 79% | 72% | Close to average |
| **2023/24 (final)** | 72% | 72% | Close to average |
| **2022/23 (final)** | 76% | 71% | Close to average |

### Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 81% | 73% | Above |
| **2024/25 (revised)** | 93% | 74% | Above |
| **2023/24 (final)** | 69% | 73% | Close to average |
| **2022/23 (final)** | 81% | 73% | Above |

## Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

### Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 44% | 46% | Close to average |
| **2024/25 (revised)** | S | 47% | S |
| **2023/24 (final)** | S | 46% | S |
| **2022/23 (final)** | S | 44% | S |

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 78% | 62% | Above |
| **2024/25 (revised)** | S | 63% | S |
| **2023/24 (final)** | S | 62% | S |
| **2022/23 (final)** | S | 60% | S |

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 44% | 59% | Below |
| **2024/25 (revised)** | S | 59% | S |
| **2023/24 (final)** | S | 58% | S |
| **2022/23 (final)** | S | 58% | S |

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 67% | 60% | Close to average |
| **2024/25 (revised)** | S | 61% | S |
| **2023/24 (final)** | S | 59% | S |
| **2022/23 (final)** | S | 59% | S |

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

## Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

### Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|---|---|---|---|
| **Latest 3 year average** | 44% | 68% | -23 pp |
| **2024/25 (revised)** | S | 69% | S |
| **2023/24 (final)** | S | 67% | S |
| **2022/23 (final)** | S | 66% | S |

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|---|---|---|---|
| **Latest 3 year average** | 78% | 80% | -2 pp |
| **2024/25 (revised)** | S | 81% | S |
| **2023/24 (final)** | S | 80% | S |
| **2022/23 (final)** | S | 78% | S |

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|---|---|---|---|
| **Latest 3 year average** | 44% | 78% | -33 pp |
| **2024/25 (revised)** | S | 78% | S |
| **2023/24 (final)** | S | 78% | S |

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|---|---|---|---|
| **2022/23 (final)** | S | 77% | S |

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|---|---|---|---|
| **Latest 3 year average** | 67% | 80% | -13 pp |
| **2024/25 (revised)** | S | 81% | S |
| **2023/24 (final)** | S | 79% | S |
| **2022/23 (final)** | S | 79% | S |

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **2024/25 (2 term)** | 3.3% | 5.2% | Below |
| **2023/24 (3 term)** | 3.9% | 5.5% | Below |
| **2022/23 (3 term)** | 4.1% | 5.9% | Below |

### Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **2024/25 (2 term)** | 5.5% | 13.3% | Below |
| **2023/24 (3 term)** | 3.9% | 14.6% | Below |
| **2022/23 (3 term)** | 5.2% | 16.2% | Below |

## Our grades explained

**Exceptional** 🔵

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

**Strong standard** 🟢

The school reaches a strong standard. Leaders are working above the standard expected of them.

**Expected standard** 🟢

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

**Needs attention** 🟠

The expected standards are not met but leaders are likely able to make the necessary improvements.

**Urgent improvement** 🔴

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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