

Inspection of a good school: Fritwell Church of England Primary School

East Street, Fritwell, Bicester, Oxfordshire OX27 7PX

Inspection date: 24 March 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Pupils are happy to attend this nurturing village school. They value the friendships they quickly make. Pupils of all ages get along well together. They believe the school is welcoming for everyone. As one pupil commented, 'It does not matter if you are unique, you are still accepted.'

Staff help pupils understand how to behave in lessons and on the playground. Pupils are encouraged to use their 'personal power' to make the right decisions. Bullying does happen on occasion. Records indicate that concerns are dealt with swiftly. Pupils say this helps them feel cared for and safe.

Pupils enjoy a wide range of opportunities. This includes trips such as the recent residential trip to Wales. They like learning about different aspects of nature in forest school. Pupils enjoy different leadership roles, including being in the primary leadership team. Older pupils like being buddies to and positive role models for younger children.

Staff are keen for pupils to do well. Pupils enjoy learning and work hard. Despite strong improvements though, leaders need to do further work to ensure that their ambitions for what pupils will learn and remember are fully realised.

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

Over the last two years, the headteacher has empowered staff to overhaul the curriculum, but COVID-19 has slowed the pace of change. Leaders, staff and governors work well as a team and are committed to make further improvements.

In the early years, staff place a high priority on developing children's communication skills and vocabulary in preparation for learning to read. Teachers consistently follow the well-

ordered phonics programme and make sure that pupils read books which are matched to the sounds they have learned. This helps many pupils get off to a strong start. Most struggling readers get effective support to help them keep up. This is not consistent for all pupils. Leaders have recently made sure that there is an increased level of challenge for pupils who can read fluently. They recognise the importance of continuing this work in order to develop pupils' reading skills.

Pupils enjoy reading. As one pupil commented, 'We love books because they transport us to different places.' Staff deliberately share texts that promote diversity and books that celebrate different beliefs and family types. This helps pupils to respect and value differences in people's lives.

High-quality training supports staff to follow the well-sequenced mathematics curriculum. Teachers use effective questioning to develop pupils' understanding and ensure that pupils use accurate mathematical vocabulary. Most staff revisit previous learning with pupils in order to help build their confidence and accuracy. Teachers have focused on developing pupils' fluency with number. They recognise that pupils need more opportunities to apply this knowledge to different problems. Leaders have also rightly identified that pupils in key stage 1 do not independently record enough. They are taking steps to address this.

In other subjects, leaders have identified the broad content they want pupils to understand. From Nursery onwards, staff carefully model new skills and then give pupils time and opportunities to apply them. For example, in physical education lessons, pupils learn different netball passes and then practise these in games. Leaders have not ensured, however, that staff check that pupils have learned and remembered the most important knowledge and skills.

The special educational needs coordinator provides training for staff to help them quickly identify pupils' needs. She helps staff to support individual pupils so that they learn well. Leaders work closely with parents and external agencies. They make sure that the support in place for pupils with special educational needs and/or disabilities is effective and routinely reviewed.

Pupils are helped to develop positive and inclusive attitudes. They relish being awarded a 'hexagon' for demonstrating the school values such as confidence and compassion. Pupils enjoy opportunities to contribute to their school and local community, for example welcoming older members of the village into tea parties.

From Nursery onwards, pupils usually behave well. In the early years, children listen attentively and quickly follow instructions. They are helped to learn the routines and this creates a calm environment. Across the school, if pupils find it hard to meet the school's behaviour expectations, leaders provide effective adult support. This ensures any disruption to learning is minimised.

Governors have an accurate view of the school's strengths and what needs developing. Leaders and governors have identified key areas that need further work. They have not, however, identified the most important actions to bring about swift improvement.

Safeguarding

The arrangements for safeguarding are effective.

Staff have received training to help them understand their roles and responsibilities. This helps them to notice signs which may indicate a pupil is at risk. Leaders refer concerns to external agencies when required so that families and pupils get the help they need.

The curriculum helps pupils to learn about different risks they may face and how to manage them. This includes potential dangers when riding bikes, when online and when close to rivers.

Minor weaknesses were identified in safeguarding records. Leaders understand how to address these concerns. These weaknesses do not leave pupils at risk of harm.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some teaching of reading is not strong enough. This means that not every pupil is getting off to a good start. Leaders should ensure that all struggling readers receive the support and practice they need. They should also continue their work to develop the reading curriculum beyond phonics in order to support fluent readers to develop their reading skills.
- The teaching of mathematics needs further strengthening so that pupils become confident mathematicians. Leaders should ensure that pupils are routinely given opportunities to use their knowledge of number to problem-solve and reason. Leaders should also continue their work to ensure that pupils in key stage 1 develop independence in recording.
- Curriculum thinking in other subjects is not specific enough. This means that pupils are not always precisely building on their learning over time. Subject leaders should make sure that they accurately identify the key knowledge and skills pupils need to acquire. In turn, teachers should check that pupils have learned and remembered the important content.
- Leaders have reviewed the curriculum and now need to further identify the most important steps in order to address weaknesses in the school. They should precisely identify what actions need to be taken and when and then closely check the impact of their work.

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 a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in March 2013.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	123099
Local authority	Oxfordshire
Inspection number	10211259
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	149
Appropriate authority	The governing body
Chair of governing body	Martyn Simmonds
Headteacher	Jonathan Hart
Website	www.fritwellprimaryschool.co.uk
Date of previous inspection	24 January 2017, under section 8 of the Education Act 2005

Information about this school

- The headteacher has been in post since September 2018.
- Most teaching and support staff have joined the school since the previous inspection.
- The chair of governors started in his role in September 2019. Most governors have joined since the previous inspection.
- The governing body manages a nursery for three- to four-year-olds and before- and after-school childcare provision.
- This school is a voluntary controlled Church of England school in the Diocese of Oxford. Its last section 48 inspection took place in May 2015.
- The school does not currently use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- The inspectors met with the headteacher and other school staff.
- They also met with members of the governing body, including the chair of governors and spoke to a representative from the local authority.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and physical education. For each deep dive, the inspectors met with subject leaders, looked at curriculum planning, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors also looked at curriculum planning and spoke to leaders about some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors spoke with staff and pupils. Inspectors met with the designated safeguarding lead to review their knowledge. They also looked at safeguarding records and actions and also reviewed information about the safer recruitment of staff.
- Inspectors spoke to staff and groups of pupils from different year groups and observed behaviour in classrooms and at lunchtime.
- The views of staff and pupils, including responses to Ofsted's online staff's and pupils' surveys, were considered.
- The responses to Ofsted's Parent View, including written responses, were also taken into account.

Inspection team

Laurie Anderson, lead inspector

Her Majesty's Inspector

Alice Early

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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