

Inspection of a good school: Culworth Church of England Primary Academy

Culworth, The Green, Banbury, Oxfordshire OX17 2BB

Inspection dates:

11 February 2020

Outcome

Culworth Church of England Primary Academy continues to be a good school.

What is it like to attend this school?

Culworth is a happy school where pupils feel safe. Staff care about the pupils and look after them well. Pupils told us that bullying is not a problem, and we agree. Pupils know that staff will help them with any worries they might have.

Pupils nearly always behave well in lessons. This is because they are interested in their learning. They do their best. Their artwork, on display around the school and in a local exhibition, is of a high standard.

Pupils play well together at break and lunchtimes. They are polite and well mannered. Pupils respect each other and the staff. They make visitors welcome. They represent well the school's motto: 'respect, believe, succeed'.

Pupils enjoy the wider opportunities they have at the school. There are a variety of after-school clubs for pupils to pursue interests, including sports, gardening and films. They look forward to the residential visits they enjoy in Years 4 and 6.

Staff and governors have high expectations of the pupils. In their work and behaviour, pupils do their best to live up to these expectations. They are well prepared for their secondary schools.

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

In most subjects, plans make it clear what pupils will learn and when. Pupils build up their knowledge and skills as they move through the school. For instance, in art and design, planning shows how pupils will develop their drawing skills. We saw pupils in Years 3 and 4 using their earlier learning to make intricate drawings of Adinkra symbols as part of their study of Africa.

Reading is a high priority. It is at the core of the curriculum throughout the school. Pupils love talking about their favourite books. Teachers read to their pupils every day. They

choose texts that link to the topics that pupils are working on. This deepens pupils' understanding of what they are learning about.

Staff teach phonics well. Almost all pupils become fluent readers because they practise reading daily. The books they read are well matched to the sounds they know. Pupils with special educational needs and/or disabilities (SEND) mostly receive effective support. Teachers and teaching assistants usually adapt activities well for these pupils.

In mathematics, most teachers present subject matter clearly. They check that pupils know what they have learned and can recall it. Occasionally the tasks set for pupils with SEND are too hard in mathematics.

There are a few subjects where the curriculum planning is not as detailed as it should be. Curriculum plans do not make clear what pupils will learn and remember from their studies. Some subject leaders are new to their roles. They are beginning to check the quality of education in the subjects they oversee.

The early years curriculum is exciting. Adults plan interesting activities to develop the children's skills. We saw children learning about numbers through stories, rhymes and playing outdoors with dice. Children in both the Nursery and Reception classes concentrate well at their activities. Adults know the children well. They match learning to children's needs and interests.

Pupils' good behaviour means that they can get on with their work without distraction. Work in books reflects their positive attitudes to learning. Pupils respect adults and each other. Lunchtimes are active and fun. Pupils' attendance, however, is below the national average.

Teachers provide many opportunities for pupils to reflect and share their views. For example, pupils discussed whether it is fair to send animals into space. Through topics such as 'Africa is not a country', pupils learn about the richness of other cultures. Each class has its own reflection space. This is a calm area where pupils can think about issues important to them. The 'rainbow room' allows groups of pupils to share worries they might have and to support each other.

Leaders and governors put the interests of the pupils and staff at the heart of every decision. Staff appreciate the consideration leaders give to their well-being.

Safeguarding

The arrangements for safeguarding are effective.

All staff work together to make sure that keeping pupils safe is at the core of what they do. Leaders act promptly when any concerns are raised about a pupil's welfare. They know the needs of the most vulnerable pupils and their families. They make sure that these pupils get the help they need.

Leaders make sure that staff receive up-to-date training. This includes training linked to any potential risks in the local area. Pupils learn how to keep themselves safe. They know who to talk to if they have any worries.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders are working well with other schools in the trust to improve the quality of the curriculum in all subjects. They have put in place well-organised and ambitious curriculums in most subjects. There are a few subjects in which a good quality of education is less embedded. Leaders should ensure that, in all subjects, the curriculums are well planned and implemented, so that pupils learn and remember more.
- Some subject leaders are new to the role. They are beginning to conduct quality assurance activities. There is some inconsistency in how the curriculums in these subjects are delivered. Leaders should ensure that subject leaders have the knowledge and skills to be able to evaluate their subjects effectively and have a positive impact on the quality of education.

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 school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, 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 convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the predecessor school Culworth Church of England School to be good on 23 April 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 Ofsted Parent View information 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	140065
Local authority	Northamptonshire
Inspection number	10121271
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	115
Appropriate authority	Board of trustees
Chair of trust	Steve Allen
Headteacher	Oliver Johnson
Website	www.culworthschool.org/
Date of previous inspection	26 May 2016, under section 8 of the Education Act 2005.

Information about this school

- The school is part of the Evolve Church Academy Trust.
- The school had a section 48 inspection – a statutory inspection of Anglican and Methodist schools – on 11 June 2019. It was judged to be good.
- Since the previous inspection, the school took over responsibility for the on-site nursery. It now provides education for two- and three-year-olds.

Information about this inspection

- We met with senior leaders, subject leaders and the chair of the governing body.
- We carried out deep dives in reading, mathematics and geography. This involved speaking to curriculum leaders, teachers and pupils, evaluating pupils' books and visiting lessons. We also considered planning in other subject areas and looked at work in pupils' topic books.
- We visited art and design lessons. We spoke with staff and pupils about work in this subject.

- We reviewed the arrangements for safeguarding by scrutinising safeguarding records, speaking with staff and through discussions with pupils.
- We considered the views of staff and parents shared through the relevant Ofsted surveys.

Inspection team

Anthony O'Malley, lead inspector

Ofsted Inspector

Michael Wilson

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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