

Inspection of Oxley Primary School Shepshed

Thorpe Road, Shepshed, Loughborough, Leicestershire LE12 9LU

Inspection dates: 6 and 7 June 2023

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 Good

What is it like to attend this school?

Oxley is a warm and welcoming school. Central to all the school does are its values: 'Be kind, be brilliant, have an I can attitude.' Pupils and staff know, understand and live by them. Pupils enthusiastically talk about their learning and their school. They are happy coming to school.

Leaders are ambitious for pupils to achieve. They make resolute decisions based on what is right for all pupils. Leaders make sure pupils learn the significance of books. These are carefully selected to ensure that pupils learn about race, culture, ethnicity and gender. They also help pupils to explore the world around them and the world of work.

The 'Oxley Charter', created by the pupils themselves, ensures that bullying is not tolerated. All pupils sign up to 'reach out; speak loud; stand up; talk'. They all understand the importance of playing their part should they experience or see bullying occurring, which is rare.

The student council contributes significantly to improving the school. The council explores how to make the school better and encourages fellow pupils to understand the part they can play in society, from ensuring that the 'house tokens' are made from recycled materials to supporting small local charities.

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

Determined leaders ensure that pupils quickly learn to read. Staff deliver the phonics programme consistently. Pupils receive daily reading support should they begin to fall behind. They soon catch up. Teachers use digital resources effectively to teach reading. They model language well, so pupils become more accurate with their sounds and spelling. With the support of the student council, leaders ensure that there is a wide range of books to read. These new books motivate pupils to read even more. As one pupil explained, 'Once I have read one of the books, I look up on the internet to see if there is a sequel.' The new 'reading pursuit' cards further engage pupils in reading books. Pupils say they love reading.

Leaders moved swiftly to ensure that there is an ambitious curriculum in place. Subject leaders have a clear vision for their subjects. The curriculum typically builds pupils' knowledge over time. Teachers present information clearly and promote appropriate discussion in the classroom. Occasionally, teachers do not adapt their lessons to meet the needs of all pupils. Pupils enjoy their learning and engage well in lessons. There are opportunities for pupils to have hands-on experiences such as exploring the construction of a real pig's heart in science. However, in a few subjects, teachers are not checking what pupils know and remember because the key knowledge has not been identified precisely enough.

There is a real buzz of excitement in the early years foundation stage. Leaders have established clear and precise plans for what children need to know and remember,

and by when. They use these to check for any gaps in knowledge children may have. Well-constructed activities engage children and provide opportunities to be creative. Children talk enthusiastically about their work. For example, one child talked about how they use clay and sparkling resources to make 'alien fish'. Children learn to work independently but also work well together. Staff establish clear routines. As a consequence, children behave well and enjoy their learning.

Staff support pupils with special educational needs and/or disabilities (SEND) well. Leaders swiftly establish these pupils' needs. They work with parents, carers and pupils to ensure that there is a partnership approach. Leaders make regular checks so that pupils with SEND receive the support they need.

Pupils behave well. They enjoy coming to school and rates of attendance are high. Staff set clear expectations of pupils' behaviour. The school is a calm and ordered place. Pupils are respectful of one another. Relationships between staff and pupils are strong. Pupils have a strong sense of moral purpose. For example, when the librarians felt that other pupils were not being respectful enough in the library, they shared their concerns and presented them to the school in assembly.

Pupils enjoy the opportunities they have to have responsibility. They take their responsibilities seriously. Examples of these include play buddies, computer technicians and book monitors. Pupils develop a deep understanding of diversity and inclusion. They make a real difference to their school. For instance, pupils were successful in campaigning for a salad bar at lunchtime. There are a wide range of clubs on offer.

Leaders have made rapid improvements in this school. Their mantra of 'sustainable change' has ensured that they have focused their efforts on the right things. They have been well supported by the local authority. Leaders care about their staff's well-being. Governors understand their role and undertake it diligently.

Safeguarding

The arrangements for safeguarding are effective.

Staff have the knowledge they need to identify signs of concern and potential harm. They use the reporting systems effectively to share their concerns. These are rigorously monitored by leaders. Any required action is swift. Should they need additional support from external agencies, leaders acquire it. Leaders will challenge if this support is not forthcoming.

Pupils feel safe. They have a strong understanding of how to keep themselves safe when working online. They talk responsibly about how to use the internet. They recognise the potential hazards of social media. If worried, they know to tell a trusted adult.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Occasionally, teachers do not adapt their lessons to meet the needs of all pupils. They are not always appropriately supporting all pupils and enabling them to apply their learning in different circumstances. As a consequence, a small number of pupils do not achieve as well as they should. Leaders should ensure that staff adapt their lessons and provide pupils with the support they need to achieve as well as they can.
- In a few subjects, teachers are not checking what pupils know and remember because the key knowledge has not been identified precisely enough. This means some pupils do not recall all that they have learned. Subject leaders should make sure that this key knowledge is identified and teachers check that the intended curriculum has been learned and remembered.

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](#)' 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

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| Unique reference number | 119961 |
| Local authority | Leicestershire |
| Inspection number | 10268872 |
| School category | Maintained |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 258 |
| Appropriate authority | The governing body |
| Chair | Gavin Brown |
| Headteacher | Daniel Caldwell |
| Website | www.oxleyprimary.org |
| Date of previous inspection | 15 October 2020, under section 8 of the Education Act 2005 |

Information about this school

- The school does not make use of any alternative providers.
- Since the last inspection, the school has had a new headteacher and deputy headteacher.

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and the SEND coordinator.
- Inspectors carried out deep dives in five subjects: reading, mathematics, history, music, and art and design. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work, listened to pupils read and met with teachers and pupils. They also looked at curriculum documentation for religious education.
- The lead inspector met with two members of the local governing body, including the chair.

- The lead inspector met with a local authority representative.
- The lead inspector took account of the responses to Ofsted's free-text service for parents, Ofsted Parent View, and Ofsted's staff survey. An inspector spoke informally to parents outside the school.
- Records of attendance, behaviour and safeguarding were scrutinised. This included the school's single central record. Inspectors also conducted meetings with leaders to discuss the safeguarding of pupils.
- Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime.

Inspection team

| | |
|-------------------------------|-------------------------|
| Mark Anderson, lead inspector | His Majesty's Inspector |
| Caroline Stewart | Ofsted Inspector |
| Caroline Barton | Ofsted Inspector |

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