

Inspection of Shenington Church of England Primary School

Stocking Lane, Shenington, Stocking Lane, Shenington, Oxfordshire OX15 6NF

Inspection dates: 17 and 18 June 2025

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?

Pupils are proud and enthusiastic ambassadors for their school. They are happy and enjoy learning. Pupils' deep understanding of their school's vision to 'let your light shine', is evident in the warm, respectful and caring relationships around the school. Social times are harmonious occasions. Pupils enjoy playing tennis with their friends and are equally delighted to read and share books under the gazebo. Older pupils take great joy in supporting their younger peers as role models.

The school has high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils rise to these expectations and achieve well. Behaviour around the school and in lessons is calm and orderly. Pupils are resounding in their view that bullying does not happen. They feel safe and know who they can go to if they have any worries or concerns.

Pupils relish the many leadership roles available to them. They value that these responsibilities enable them to have a positive and proactive voice in their school community. A well-considered range of activities such as the mindfulness, karate, dance and art club, promote pupils' interests and hobbies. An array of trips and visits further enhance pupils' experience of the curriculum.

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

The school has designed an engaging and ambitious curriculum which caters well for pupils, including those with SEND. It has considered carefully how the important skills and knowledge are built on over time, in each subject and across the different phases. The school identifies the needs of pupils with SEND quickly and ensures that these pupils are well supported in their learning. Staff use a range of thoughtful strategies to check pupils' understanding and, where needed, adapt support to help them succeed.

Teachers appreciate the professional development provided. They mainly present the key knowledge in a clear order and model subject-specific vocabulary well to help pupils make connections in their learning. Overall, pupils enjoy discussing their ideas and confidently make links across their learning. For example, when comparing and contrasting musical genres through the decades. Nevertheless, in a few subjects, the activities that teachers provide do not help pupils secure their knowledge of the curriculum well enough. Where this happens, some pupils do not learn as well as they could.

Reading is of high importance in this school. Children learn phonics from the moment they enter Reception class. The school ensures that pupils access a wide and varied range of texts to develop their love of reading. Staff model expertly the phonics sounds that they want pupils to learn. They quickly identify any pupils who struggle with reading. These pupils receive the extra help that they need to catch up quickly. Older pupils know an impressive range of authors and relish visiting the library to choose a book.

Children in the early years are eager and enthusiastic learners. Children, including those with SEND, learn through a thoughtful mix of adult-led activities and play. The school has

successfully established a clear well-structured curriculum which builds children's vocabulary, reading and early number skills effectively. However, the design of the outdoor provision does not consistently support children to build on or extend their learning with confidence.

Pupils' attendance is above national expectations. Where it falls below expected standards, the school works with pupils and their families effectively to remove barriers to attendance. Pupils behave well, they are kind and caring and look after each other. The atmosphere in classrooms and around school is peaceful.

Pupils' personal development sits at the heart of the school's work. The school supports pupils well in understanding the importance of looking after both their mental and physical health. Pupils learn to recognise how they are feeling and share any concerns with adults confidently. They also practise a range of supportive strategies to look after their own and others' well-being. Pupils demonstrate a mature understanding of mutual respect and individual differences. They know to 'respect everyone no matter where they come from or how different they are'.

The school focuses effectively on improvement priorities and brings about positive changes to continually enhance pupils' education. Staff feel very well supported by school leaders. They describe the school as 'like one big family'. Staff value the many development opportunities available to them and know that this helps and supports them when working with children in the classroom. Governors know the school well and challenge and support as appropriate.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some key aspects of the outdoor area in the early years provision does not match the ambition of the curriculum precisely enough. When this happens, some children do not sustain engagement or build their learning securely. The school should ensure that the early years outdoor provision consistently supports children to develop their ideas with confidence and depth.
- In some subjects, the design of learning activities does not support pupils to build their knowledge and understanding effectively over time. As a result, some pupils do not deepen their learning and can become distracted. The school should continue to develop staff expertise in designing activities that align with the ambition of the curriculum and support pupils to achieve 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	123273
Local authority	Oxfordshire
Inspection number	10341559
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	91
Appropriate authority	The governing body
Chair of governing body	Grant Fraser
Headteacher	Sarah Reynolds
Website	www.shenington.oxon.sch.uk
Date of previous inspection	10 December 2019, under section 8 of the Education Act 2005

Information about this school

- This is a voluntary aided Church of England primary school in the diocese of Oxford.
- The school does not currently use any alternative provision.
- The school runs its own wrap around care.

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.

- Inspectors discussed any continued impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- Inspectors met with the headteacher, senior leaders, and other staff including the special educational needs coordinator (SENDCO).
- Inspectors carried out deep dives in early reading, mathematics and history. For each deep dive, 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. They also considered a range of evidence from writing, art and other books. As well as speaking to pupils about geography, music and modern foreign languages.
- The lead inspector met with representatives of the governing board, a diocesan representative and the local authority.
- Inspectors spoke with groups of pupils and observed behaviour at lunchtime.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record, took into account 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.
- Inspectors took account of a range of other information, including the school's own self-evaluation, the school development plan, school policies and minutes from the governing board.
- Inspectors took account of the views of parents expressed through the online survey, Ofsted Parent View. They also took into consideration the online Ofsted pupil and staff surveys. As well as letters received to Ofsted and speaking to parents on the school gate.

Inspection team

Simon Woodbridge, lead inspector

His Majesty's Inspector

Rachel Roberts

Ofsted Inspector

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