

William Morris Primary School

Bretch Hill, Banbury, Oxfordshire OX16 0UZ

Inspection dates

11–12 September 2018

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is an outstanding school

- Since taking charge in 2016, the headteacher has driven the development of the school with grit and determination. The improvements achieved in every area of the school have been rapid and highly effective.
- Leaders at all levels share a huge ambition for pupils. Together they are a skilled, knowledgeable and cohesive team. Their work to embed a high-quality, interesting curriculum has increased pupils' progress throughout the school. The school is well placed to improve further.
- The work of governors and the multi-academy trust has helped leaders to prioritise the right things. Systems for checking progress against the school action plan are well established and ensure that the quality of education is always improving.
- Teaching is calm, purposeful and precise. Teachers know exactly what pupils require because they understand how to assess pupils' needs. They push pupils to achieve their best and ensure that 'no pupil is left behind'.
- The early years setting is exceptionally well led and provides children with a calm, nurturing environment in which to develop their basic skills. This prepares them brilliantly for the challenges of Year 1.
- Pupils' behaviour and personal development is excellent. Pupils are taught to be responsible, communicative and compassionate. They are rightly proud of their school and play their part in establishing a warm and inclusive atmosphere.
- Pupils make excellent progress in all subjects. Because of this, the proportion of pupils who leave the school with the expected skills in reading, writing and mathematics is above the national average. Nevertheless, not enough pupils attain at the highest standard in mathematics.
- Disadvantaged pupils attend school regularly and succeed in class because leaders and teachers use additional funds well to support these pupils. As a result, their performance matches their peers in school.
- Pupils who have special educational needs (SEN) and/or disabilities receive expert help from skilled teachers and teaching assistants. These pupils are fully integrated into the school and make excellent progress.

Full report

What does the school need to do to improve further?

- Continue to improve pupils' outcomes by ensuring that even higher proportions of pupils attain at a high standard in mathematics.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- Since taking charge of the school in 2016, the headteacher has consistently raised standards every year. She has recruited and galvanised an exceptional leadership team which is highly motivated and ambitious for all the school's pupils. Leaders are their own fiercest critics and address any weaknesses head on. Their relentless pursuit of improvement continues to dramatically increase the quality of teaching and, consequently, pupils' outcomes. One parent summarised the thoughts of many, noting, 'My children are thriving here and that is testament to the hard work of the amazing team.'
- Staff at all levels receive useful professional development to help them excel at their roles. For example, last year, the dedicated team of teaching assistants took and passed their GCSE mathematics exams to improve their understanding in this subject. They are not stopping there and have just enrolled on the GCSE English course for this academic year. The development of staff is a high priority across the school.
- The performance of staff is managed exceptionally well. All staff benefit from considerable opportunities to work with others and share their skills. Strong practice is quickly identified and shared between teachers and teaching assistants, who show a great willingness to improve as professionals. This culture of personal growth permeates through the school and enables staff to reflect on, and improve, their teaching.
- The executive assistant headteacher knows the pupils extremely well and uses her extensive professional knowledge to identify pupils who need extra support. Alongside parents and external agencies, she develops and resources bespoke interventions which help pupils who have SEN and/or disabilities to access mainstream classes and make excellent progress from their starting points.
- Additional funding for disadvantaged pupils is used responsibly and is sharply focused on improving outcomes. Leaders understand the needs of pupils well and strike a sensible balance between promoting their social and emotional development and academic outcomes. For example, the breakfast club helps pupils to settle when they enter the school, getting them ready to learn by the time classes start.
- Changes to the curriculum have strengthened the links between subjects, allowing pupils to apply their reading, writing and mathematics skills more readily in class. The curriculum is interesting and practical, and encourages pupils to continue their learning at home. For example, in Year 2, pupils learned about the construction of castles, and proudly shared their own creations in class. The broad range of trips, visitors and experiences instils pupils with a love of learning and prepares them remarkably well for the next stage of their education. Importantly, the curriculum encourages pupils to consider their role in society, and to think about how their learning will set them up for the future.
- The multi-academy trust knows the school well and uses its considerable expertise to offer just the right amount of support to staff. Trustees recognise the strength of leadership in the school and use it as an example to other schools. The school has benefited greatly from the support services provided by the multi-academy trust, and

this has allowed leaders to focus their efforts on securing top-quality teaching.

Governance of the school

- Governors have an accurate understanding of the strengths and weaknesses of the school. They use this knowledge very effectively to challenge and support leaders to improve it further. They work closely with leaders and visit the school often to check that changes are having the desired impact.
- Governors know that the school's success depends on the support of parents, and they gain from parents' views via their parents working group. This helps to inform governors of the views of parents in all year groups, including those with children who have SEN and/or disabilities and those whose children are disadvantaged. As a result, levels of trust and engagement between the school and its community have risen rapidly, and any problems or concerns are quickly ironed out.

Safeguarding

- The arrangements for safeguarding are effective.
- Systems for safeguarding pupils are robust and fit for purpose. Staff receive first-class training which helps them to identify any pupils or families who need extra support. When any information to that effect is received, leaders waste no time in getting families the help that they need.
- Parents are provided with useful and pertinent information which helps them to keep their children safe. For example, parents worked with school staff to learn about the warning signs of sexual exploitation and its prevention. Parents are confident that the school will support them, and they readily share information with leaders.
- Pupils know how to keep themselves safe. In response to the needs of pupils, local headteachers set up the 'safeguarding children in Banbury' group which helps to teach pupils how to stay safe online as well as advising them of the dangers of substance misuse. The work of this group enables pupils to keep themselves safe as well as looking out for their friends.

Quality of teaching, learning and assessment

Outstanding

- Teachers are skilled and ambitious for their pupils. In class, their high expectations encourage pupils to do their best and take pride in their work. As a result, pupils respond with high levels of respect and productivity.
- Teachers possess excellent subject knowledge and use this to guide pupils through a range of subjects. For example, Year 6 pupils used skills learned in English to plan an interesting and probing interview with the 19th century biologist, Charles Darwin. Logical links between lessons help pupils to consolidate and extend their learning.
- Assessment information is used skilfully to check pupils' progress and to challenge them to do their best. Teachers check that pupils can apply their skills in a range of contexts, and only move them on when they are ready. As a result, pupils feel challenged but not overwhelmed by new learning, and they develop the confidence to

take risks.

- Pupils who fall behind are identified quickly in lessons. Teachers and teaching assistants use their time wisely to offer additional advice and guidance to pupils before lessons have finished. This helps pupils to keep up with their peers and to continue to make rapid progress.
- Teachers use consistent and precise methods of instruction in class. This helps pupils as they move through the school. For example, pupils recognise the standardised models used in mathematics to break up large numbers and can therefore progress without having to learn new methods every year. As a result, learning time is maximised and pupils can practise what they have learned. This has ensured that the vast majority of pupils attain at the expected standard, although more are capable of exceeding the expected standard than is currently the case.
- Disadvantaged pupils are supported well in class. Teachers provide these pupils with effective feedback and check their work often to ensure they are on track. Teachers track the progress of disadvantaged pupils closely, and they quickly offer them support if their progress dips. As a result, disadvantaged pupils make excellent progress throughout the school.
- Teaching assistants support pupils exceptionally well. They know and understand the pupils' needs and offer them just the right amount of challenge, support and encouragement. Importantly, teaching assistants encourage pupils to complete work without the need for constant adult support. This encourages pupils to learn from their mistakes and develop their independence. Pupils, particularly those who have SEN and/or disabilities, thrive in class.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- In 2016, pupils, staff and parents worked together to revitalise the school values. The motto of 'dream, believe and achieve' embodies all that pupils do, and encourages them to pick ambitious goals and tackle them head on.
- The work to promote the ambitions of girls has been highly effective. This is due, in part, to the involvement of the local women's football team who come in to coach sport and help in mathematics lessons. Successful women are regularly identified and discussed in class, and stereotypes are challenged robustly. Links with local motor-racing teams have helped more girls to consider a future in engineering. At William Morris, everyone can succeed regardless of gender, race or ability.
- Pupils can reflect on and consider the impact of their actions. In class, pupils learn from their own mistakes and those of others. Consequently, pupils are readily willing to share their thinking in class without being worried about getting an answer wrong.
- Pupils learn to consider their environment and their impact on the world around them. Pupils understand the importance of recycling, and many of their projects involve the use of 'junk' to discourage the idea that objects can be used once and then simply

discarded. Pupils are well placed to be responsible global citizens.

- Pupils are helped to challenge stereotypes and to celebrate the rich and varied culture of our society. Last year, for example, pupils in Year 6 considered the challenges faced by people who wish to change their gender or dress in a way that society may not deem typical. Their discussions were sensitive and reflective. Pupils are exceptionally well prepared for life in modern Britain.

Behaviour

- The behaviour of pupils is outstanding. In class, pupils work diligently and show great respect for adults and peers. They contribute enthusiastically to classroom discussions and are willing to share their mistakes. As a result, lessons are calm, purposeful and productive.
- On the playground, pupils enjoy the use of the new equipment, willingly taking turns and sharing the resources with each other. Pupils say that incidents of bullying are extremely rare, and that staff are great at helping them to solve their problems when they arise. At lunchtimes, new children sit with Year 6 pupils who model the expected behaviour and help them to get to grips with the routines of the school. This is a happy and harmonious school where pupils feel safe, welcome and included.
- Leaders' efforts to improve behaviour have been successful and have been achieved through raising the expectations of staff, pupils and parents. The whole community is clear on its roles and responsibilities to make William Morris a great place to learn and play. Incidents of poor behaviour have reduced significantly in the last two years and are now extremely rare.
- In recent years, leaders have 'upped the ante' of what is expected of pupils' attendance. The results have been dramatic, and pupils' attendance is now in line with national averages. The effect has been most significant for pupils who are disadvantaged. Their attendance has improved at twice the rate of others in the school.
- The site is well maintained and devoid of litter. Pupils look after their environment and take care with their own appearance. The new uniform is a great source of pride and reflects pupils' high aspirations.

Outcomes for pupils

Outstanding

- Pupils enter the school with skills and understanding well below those typical for their age. By the time pupils leave Year 6, higher-than-average proportions of pupils attain the expected standards in reading, writing and mathematics combined. Their progress during their time in school is exceptional.
- Pupils, including those who are disadvantaged, make strong progress in reading. Pupils are offered a range of opportunities to read and discuss challenging texts and are encouraged to read aloud at home and with adults in school. The rapid rates of progress ensure that high proportions of pupils attain the expected standard in reading and, increasingly, pupils read at a high standard.
- Pupils make strong progress in mathematics because they are regularly offered the

opportunity to practise their basic skills and then use them to solve complex problems. Teachers believe that 'no child should be left behind', and they do not allow pupils to leave the class with gaps in their knowledge or understanding. As a result, pupils' attainment has increased significantly in relation to the proportion achieving at the expected standard. Nevertheless, lower-than-average proportions of pupils attain a high standard in mathematics by the time they finish key stage 2.

- Pupils write well for a range of purposes. Lessons routinely include the opportunity to explore and experiment with high-level, subject-appropriate vocabulary. Pupils use their new words to craft interesting and detailed texts. They write well across the curriculum to convey messages, arguing or persuading at a high standard.
- Pupils make excellent progress across the curriculum because they apply their English and mathematical skills to great effect. For example, when writing about sustainability, pupils in Year 5 were able to describe in precise and direct sentences and paragraphs how they had recycled plastic materials. This allowed the work to be more persuasive and effective as a result.
- Pupils who have SEN and/or disabilities receive excellent support to access their work and to integrate with their peers. This allows pupils to benefit from discussions and group work. From their starting points, these pupils make fantastic progress.

Early years provision

Outstanding

- The early years leader knows the provision exceptionally well and uses her skills and understanding to continually evaluate and improve the quality of teaching. The development of the curriculum is a key strength. Children are assessed carefully on entry so that staff understand what interests them. Using this information, staff devise lessons and activities which capture children's interests and equip them with the skills and knowledge they need to succeed.
- Children in the early years enter the school with skills and understanding well below those typical for their age. By the time they leave Reception, the proportion of children who achieve a good level of development is in line with other schools nationally. This represents outstanding progress from children's starting points.
- Staff in the early years are remarkably skilled and knowledgeable. Their high expectations encourage children to learn quickly how to behave and interact with each other, ensuring that they are ready to learn from day one. Staff ask pertinent questions to probe children's understanding and model vocabulary. As a result, children in the early years develop the skills they need for the challenges of Year 1.
- The safeguarding procedures in the early years match the strong practice seen across the school. Staff are well placed to identify families' needs. They work closely with nurseries, external agencies and parents to get children the help they need when concerns arise.
- Children in the early years settle quickly and develop strong learning behaviours. They are equally happy working in groups or on their own. Disagreements are rare and, when they do arise, children try to overcome their differences, confident that adults will help them if needed.

School details

Unique reference number	142409
Local authority	Oxfordshire
Inspection number	10053481

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	106
Appropriate authority	School strategic board
Chair	Rani Tandon
Headteacher	Julie Hiddleston
Telephone number	01295 258 224
Website	www.williammorrisschool.org
Email address	info@williammorrisschool.org
Date of previous inspection	Not previously inspected

Information about this school

- William Morris Primary School opened in February 2016 as part of GLF Schools Academies Trust. The trustees delegate responsibility for most strategic matters to the school strategic board of governors.
- This is a smaller-than-average sized primary school.
- The proportion of pupils who are supported by the pupil premium is higher than the national average.
- The proportion of pupils who have SEN and/or disabilities is higher than the national average.

Information about this inspection

- The inspector observed learning in 14 parts of lessons, all with senior leaders.
- In addition to discussions with parents, nine responses to the online questionnaire, Parent View, were taken into account, including six free-text comments.
- A range of the school's documentation was scrutinised to gather information on: leaders' evaluation of the school's performance; systems for managing the performance of teachers; behaviour and safety of pupils; safeguarding; the progress and attainment of pupils; and curriculum leadership.
- The inspector scrutinised the school's website to evaluate the quality of information for parents and whether the school meets statutory publishing requirements.
- The inspector spoke to pupils to gather their views about the school, and heard pupils read.
- The inspector met with school leaders, the chair of the governing body and officers from the multi-academy trust.

Inspection team

Daniel Lambert, lead inspector

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2018