

Inspection of Woodstock Church of England Primary School

Shipton Road, Woodstock, Oxfordshire OX20 1LL

Inspection dates:	25 and 26 February 2025
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since October 2015. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

The school's vision to 'let your light shine' is woven highly effectively into everyday life. The whole school community shares this extremely inclusive vision. Pupils showcase their talents and work in many ways and celebrate their 'light shining'.

The school has created a highly ambitious curriculum that inspires pupils to become inquisitive and independent learners. Pupils are curious about the world around them and discuss maturely the global news events that they learn about. They are deeply engrossed in their education. Pupils achieve highly and above national averages, including those with special educational needs and/or disabilities (SEND).

The school has exceptionally high expectations for pupils' behaviour and achievement. Pupils have an excellent understanding of the school rules and how they link closely to fundamental British values. Relationships between staff and pupils are extremely warm and respectful. There is a highly amiable atmosphere in classrooms and around school. Pupils look after each other at social times. They say the school community is like a 'family'.

Pupils benefit from a range of exciting trips and experiences that link carefully to the curriculum they study. They look forward to the many sporting opportunities, such as the cross-country run and the colour run.

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

The school has designed a highly ambitious and bespoke curriculum. It sets out extremely efficiently the knowledge and skills that pupils will learn. Teachers ensure that key vocabulary is used precisely across the curriculum to strengthen not only pupils' knowledge but their high levels of oracy as well. Staff make sure that pupils have many opportunities to routinely revisit prior learning. They routinely check pupils' recall of key content. Pupils' knowledge and understanding of different subjects are impressive. They are extremely well prepared for the next stage of their education.

Children in the early years make an excellent start to their education. Adults create an extremely engaging, purposeful and interesting environment. Children, including those with SEND, learn through an excellent mix of adult-led activities and play. They learn to take turns and share resources with others. Children are extremely well prepared for their learning in key stage 1.

Pupils learn to read accurately and with fluency. Staff are expert in teaching phonics and ensure that books are well matched to the sounds that pupils are learning. Regular checks ensure that pupils do not fall behind, and well-considered support enables pupils to become confident and prolific readers. Consequently, pupils achieve highly. They relish discussing the themes, plots and characters in the diverse range of books they read. Pupils talk enthusiastically about an impressive range of authors and the tools they use to create an effective story.

Across all phases, staff have the highest expectations of pupils' behaviour and attendance. Pupils attend school regularly and rarely miss a day. They learn how to keep safe, including when online. Pupils also understand extremely well the rights of others to feel safe and happy. As a result, warm and positive relationships are seen throughout the school in abundance. Older pupils revel in the opportunity to be a 'playground leader' so they can help and support their younger peers. They know why it is important to be a good role model to others. Parents and carers are extremely positive about the care and nurture their children receive.

The school's provision for the personal development of pupils is highly effective. Pupils demonstrate strong, inclusive attitudes. Pupils rightly say that this is a school where 'you can be yourself and where it is good to be different'. They benefit from well-planned opportunities to learn life skills, such as learning CPR and essential first-aid skills. Staff ensure that pupils have a secure understanding of how to keep healthy and active. This is further enriched through the school's dynamic outdoor learning provision and programme. Children's mental health and well-being are considered highly effectively. As a consequence, pupils know the risks of too much screen time and understand that exercise is better for the brain. The school takes every opportunity to nurture and promote pupils' individual talents. Pupils are excited to showcase their interests and talents and to inspire others.

School leaders, including governors, are highly ambitious for pupils to benefit from a high-quality education. This is reflected in both the school's published outcomes and pupils' visible love of learning, including in early years. Staff feel extremely well supported and valued by the school. They receive well-considered support and development to enable them to fulfil their roles highly effectively and successfully.

Safeguarding

The arrangements for safeguarding are effective.

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	123118
Local authority	Oxfordshire
Inspection number	10341550
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	357
Appropriate authority	The governing body
Chair of governing body	Lynne Hammond
Headteacher	Anne Hipwell
Website	www.woodstock.oxon.sch.uk
Dates of previous inspection	14 and 15 October 2013, under section 5 of the Education Act 2005

Information about this school

- The school is a Church of England primary school in the Diocese of Oxford. The school's last section 48 inspection was in January 2019.
- The school currently does not use any alternative provision.

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.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, the deputy headteacher, the assistant headteacher and other senior staff, including the school business manager and the special educational needs coordinator.
- The inspectors carried out deep dives in early reading, mathematics, history, geography and religious education. 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 other subjects, including art, English, science, music and modern foreign languages.
- The inspectors met with representatives of the governing body.
- An inspector met with the local authority and a representative of the diocese.
- The inspectors spoke with groups of pupils and observed behaviour at lunchtime.
- To evaluate the effectiveness of safeguarding, the 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.
- The 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 trust and governing board.
- The inspectors took account of the views expressed through the online survey, Ofsted Parent View. They also took into account consideration of the online Ofsted pupil and staff surveys.

Inspection team

Simon Woodbridge, lead inspector	His Majesty's Inspector
Katie Hancock	His Majesty's Inspector
Sarah Brinkley	Ofsted Inspector

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