

Inspection of Loxley CofE Community Primary School

Loxley, Warwick, Warwickshire CV35 9JT

Inspection dates: 11 and 12 June 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Previous inspection grade	Good
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What is it like to attend this school?

Loxley C of E Community Primary School is like one big family. Pupils are polite and well mannered. They are kind to one another and know how to be a good friend. The school sets high expectations of pupils' behaviour. 'Guiding lights' remind pupils of the school's expectations. Any incidents of poor behaviour are managed swiftly and effectively. Restorative conversations help pupils to reflect on how their behaviour impacts others.

There is a strong culture of safeguarding, including keeping safe when online. Pupils are happy and safe, and they enjoy attending. Leaders do all they can to make sure pupils attend school regularly, and the majority of pupils do.

A range of clubs, including the roving reporters and the dance club, help pupils to develop new interests. Museum visits, history workshops and fieldwork trips deepen pupils' learning of the curriculum. Pupils talk excitedly about taking part in mathematics and volleyball competitions. All this broadens pupils' horizons effectively.

Parents are very positive about the quality of education their children receive. One parent, typical of many, commented that 'the school is small, but massive in personality'.

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

The school has adopted an ambitious and well-sequenced curriculum for all pupils. It sets out the knowledge and skills pupils need to be successful. Careful consideration is given to meeting the needs of mixed-age learners.

Teachers have the subject knowledge they need to teach the curriculum well. They successfully support pupils to recall prior knowledge so that they make connections to new learning and develop their vocabulary over time. Pupils are proud of their work. In addition, pupils get effective support to correct and improve it in lessons. However, teachers do not always check how well pupils are learning the curriculum over time in some subjects. This means that gaps in learning are not always identified and addressed in these subjects.

Reading is prioritised and taught well. Pupils enjoy the high-quality and diverse texts written by a broad range of authors on offer. Various initiatives, including visits from a storyteller and the lunchtime library, promote a love of reading. Phonics teaching by highly skilled staff helps children get off to a strong start in their early reading. They practise reading books matched to the sounds they learn. Pupils who fall behind in their reading are identified early and receive targeted support to catch up quickly. All of this means that pupils read with the confidence and accuracy expected for their age. However, the school does not ensure pupils consistently apply their phonics knowledge in their writing. This slows the progress of some pupils.

Pupils with special educational needs and disabilities (SEND) are quickly identified. They get the help and support they need to be successful in school. This includes support from external agencies. Parents value the advice and support their children receive. Pupils with SEND achieve well.

The school's work to promote pupils' character is of high quality. Pupils learn to be active citizens in the local community. For example, they perform at the Loxley Strawberry Fayre and collect food for a local food bank. Pupils are proud of their Green Tree Schools Award. In addition, pupils enjoy taking on responsibilities in school such as clean-up crew, school council representatives and class worship team.

The school promotes pupils' moral and social development well. Catch-me cards reward pupils for demonstrating the school's values. These include being truthful and honest and showing wisdom and friendship. Furthermore, pupils are respectful of other faiths and cultures. A recent visit, for instance, to a gurdwara has helped pupils to learn more about Sikhism.

Recent improvements in the school have been undertaken with rigour and determination, including responding to areas for improvement identified in the previous inspection. Governors know the school well and undertake regular training to fulfil their role. They hold leaders to account effectively for the performance of the school.

Staff value the support from leaders to manage their workload and well-being. They are positive about how curriculum resources and changes to assessment processes have helped to reduce workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers do not consistently check that pupils are learning the curriculum in some subjects. This means that gaps in learning are not always identified and addressed. The school should support teachers to check how well pupils are learning the curriculum in all subjects and address any gaps in learning so that all pupils learn the curriculum well.
- The school does not ensure that pupils consistently use their phonics learning in writing as well as they could. This slows the progress some pupils make in writing. The school should make sure all pupils apply their phonics knowledge consistently well when writing.

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	125639
Local authority	Warwickshire
Inspection number	10322795
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	37
Appropriate authority	The governing body
Chair of governing body	Charlotte Morgan
Headteacher	Claire Woolley
Website	www.loxleyprimaryschool.co.uk
Date of previous inspection	28 February 2023, under section 8 of the Education Act 2005

Information about this school

- Loxley CofE Primary School is a much smaller than average primary school.
- The school does not use alternative provision.
- The school's last section 48 inspection was in March 2020.
- The school is part of the Stratford Rural Schools Federation, which comprises three schools. All the schools share a single governing body and an executive headteacher, Sarah Plaskitt.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in these subjects: early reading, English,

science and physical education. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of sessions, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also looked at samples of pupils' work and held discussions with leaders about the art and design technology curriculum and assessment.

- The inspectors observed pupils reading to a familiar adult and reviewed reading resources.
- The inspectors reviewed a range of documentation on the school's website.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of 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 observed pupils in lessons and at other times during the day.
- The inspectors held meetings with the head of school, the special educational needs coordinator, the designated safeguarding leads, curriculum leaders and members of the governing body. The lead inspector also held a telephone conversation with a representative from the local authority and the Diocese of Coventry.
- Inspectors considered responses to Ofsted Parent View, and the free-text responses received during the inspection. The lead inspector considered the responses to Ofsted's staff survey.

Inspection team

Lorraine Lord, lead inspector

Ofsted Inspector

Helen Lowe

Ofsted Inspector

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