

Inspection of Oxenhope CofE Primary School

Cross Lane, Oxenhope, Keighley, West Yorkshire BD22 9LH

Inspection dates: 28 and 29 January 2025

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

The headteacher of this school is Alice Jones. This school is part of Bradford Diocesan Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Carol Dewhurst and overseen by a board of trustees, chaired by Tessa Mason.

What is it like to attend this school?

The school's values of love, growth and community are central to the life of the school. Adults care for pupils. They create a warm and supportive environment where pupils feel safe. Visitors feel this nurturing atmosphere as soon as they walk through the door.

The school sets high expectations for learning and behaviour. Staff reinforce these through well-established routines. Pupils including those with special educational needs and/or disabilities (SEND) achieve well. They enjoy school and attend regularly. Pupils understand the school rules, rewards and consequences. They are polite and respectful. Pupils move around the school calmly and transition quickly between playtime and lessons. Staff regularly provide strong pastoral support for pupils who need it. Pupils are aware of and manage their feelings well. Parents and carers value the support that their children receive.

Pupils have an exceptional understanding of British values, equality and diversity. They connect meaningfully with pupils from another school through visits, letter writing and projects like the 'Reggae' project. Through a wide range of clubs and activities, they explore their talents, such as building confidence in 'open mic mornings'. Pupils actively address local issues by writing to their MP, raising money for charity and visiting residents in sheltered housing.

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

The curriculum is ambitious and well thought out. It is carefully structured so that key knowledge is revisited to strengthen understanding. Pupils learn well and build their knowledge over time. Pupils remember what they have learned and link this to new knowledge. Teachers have secure subject knowledge. They check pupils' learning regularly. However, in some areas of the curriculum, the school has not yet ensured that new knowledge is presented clearly. Where this is the case, pupils don't always achieve as well as they could.

Pupils with SEND are quickly and accurately identified. Staff identify precise targets and check progress carefully. Pupils access support in lessons with carefully chosen resources and access to spaces like 'The Nest'. Pupils with SEND receive personalised support that ensures they learn effectively.

Reading is taught consistently. Phonics teaching starts on day one in Reception. Pupils access daily phonics lessons in small groups. Well-trained staff support them to learn sounds and read words accurately. Books are well matched to pupils' phonics ability. This builds confidence and fluency. Adults make regular checks to support pupils who need extra help. As pupils get older, they practise reading in lessons and improve their understanding of texts. In writing, younger pupils focus on basic skills like forming letters and writing grammatically accurate sentences. Older pupils build stamina to write at length. The school has recently made changes to the writing curriculum to deepen pupils' knowledge. However, this needs to be strengthened further to provide greater challenge for pupils' writing skills.

The early years curriculum prioritises developing children's communication and mathematical knowledge, as well as their social skills. It is well structured to ensure that children are ready for Year 1. Ongoing checks are used to identify gaps in learning and where children need extra help. Activities are carefully designed to develop children's independence. There are many opportunities for children to practise their learning. For example, key pads on doors help children to remember phonemes. Adults support children by asking questions and giving prompts to challenge them. Children are engaged, confident and enjoy learning with each other.

Behaviour is calm and positive. Pupils follow routines and show respect for each other by listening and taking turns when speaking. In lessons, pupils focus on learning and engage well with adults. Pupils value the school's system of rewards for behaviour such as house points and the headteacher's award.

The school excels in promoting pupils' personal development, driven by its vision and values. This focus ensures that all pupils are prepared for future success. The personal development offer has been skilfully adapted to include key issues like mental health and spirituality. The school maps out its wider development offer carefully ensuring it is tailored to pupils' age and needs. Pupils take on leadership roles, like 'safety squad' and 'peace pals'. They engage purposefully in the community, developing character and a sense of responsibility. For example, the 'head students' create a termly video report for governors about what is working well in the school and posing key questions.

The trust provides a consistent approach while enabling the school to focus on the needs of its community. Governors align with the school's vision providing appropriate challenge and support. Staff feel well supported by leaders, who consider their workload and well-being. Staff benefit from development opportunities that align with the school's priorities.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The writing curriculum and the feedback pupils receive do not precisely identify how they need to be challenged to make further progress in their writing. As a result, some pupils do not deepen their knowledge over time. The school should continue to refine its writing curriculum to deliberately incorporate opportunities for pupils to develop their writing skills and make sustained progress.
- The school does not always ensure that activities are modelled effectively or concepts are explained clearly in some lessons. As a result, pupils do not always achieve as well as they could. The school should ensure it has the knowledge and expertise to deliver the curriculum as intended.

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).

Unique reference number	142946
Local authority	Bradford
Inspection number	10346590
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	178
Appropriate authority	Board of trustees
Chair of trust	Tessa Mason
CEO of the trust	Carol Dewhurst
Headteacher	Alice Jones
Website	www.oxenhopeprimary.org.uk
Dates of previous inspection	25 June 2019, under section 8 of the Education Act 2005

Information about this school

- The school is part of Bradford Diocesan Academies Trust.
- The school is a Church of England primary school within the Diocese of Leeds. The most recent section 48 inspection of the school's religious character took place in July 2023. The next section 48 inspection will be within eight years of the previous section 48 inspection.
- The school provides a breakfast and after-school club run by the school on site.
- The school 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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the assistant headteacher, who is also the early years leader and the special educational needs coordinator.
- Inspectors met with leaders from the trust including the director of primary education. They met with trustees and members of the local governing body. They also met with a representative from the diocese.
- Inspectors carried out deep dives in these subjects: English, mathematics, science and art and design. 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. Inspectors heard pupils read to a familiar adult.
- Inspectors observed pupils' behaviour in lessons, around the school, at playtime and at lunchtime. There were no responses from the Ofsted survey for pupils. However, inspectors spoke with pupils about their views of the school, their learning, behaviour and safety.
- 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.
- Inspectors considered the responses to Ofsted Parent View, including the free text comments. Inspectors also talked to parents in the school playground.
- Inspectors met with staff to gather their views of the school. They also considered the responses from the Ofsted survey for staff.

Inspection team

Nicola Beaumont, lead inspector	His Majesty's Inspector
Rebecca Rowett	Ofsted Inspector
David Roundtree	Ofsted Inspector

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