

North Hinksey Church of England Primary School

Address: North Hinksey Lane, Botley, Oxford, Oxfordshire, OX2 0LZ

Unique reference number (URN): 144584

Inspection report: 10 February 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Pupils achieve well across the school, with outcomes at the end of key stage 2 broadly above national averages. They demonstrate an impressive depth of curriculum knowledge and recall prior learning with confidence. As a result, pupils are enthusiastic, articulate learners who make sophisticated links between subjects. For example, pupils understand cause-and-effect relationships in geography and explain adaptations in nature. The spiral curriculum enables pupils to revisit and deepen knowledge successfully.

Pupils with special educational needs and/or disabilities achieve well. Their work in lessons reflects this. Interventions are well considered and delivered by skilled support staff to ensure disadvantaged pupils succeed. Achievement across the wider curriculum, including in art, music, modern foreign languages and science, is highly effective.

Leaders have taken decisive action in response to phonics outcomes. The teaching of phonics is consistent and in line with the school's agreed programme. Leaders have analysed previous weaknesses thoroughly and put in place a robust plan to secure improvement at a rapid pace.

Attendance and behaviour

Strong standard ●

Attendance overall is above national averages. Pupils love coming to school, and they relish their learning opportunities. Leaders are tenacious in their detail and approaches to tracking and monitoring attendance. They work with external evaluation programmes to strengthen their offer. This includes working with families when support may be needed.

The school is calm, orderly and purposeful, with high expectations that are well understood and consistently upheld from Nursery to Year 6. The culture is highly conducive to learning. Pupils flourish in the school and in classrooms. Routines are firmly embedded and contribute to pupils' settled conduct and positive attitudes to learning.

Pupils, parents and carers report that behaviour is very positive. Pupils feel listened to because leaders act swiftly and effectively to deal with any concerns. Bullying is very rare, and when it does occur, it is dealt with quickly and appropriately. Pupils describe school as a place where they feel safe, valued and cared for. Relationships are warm and respectful.

Leaders act quickly to support pupils who may need guidance. Carefully considered plans are put into place swiftly. This ensures pupils are settled and rise to their teachers' high expectations.

Curriculum and teaching

Strong standard ●

Leaders ensure there is a highly ambitious, broad curriculum in place. It inspires pupils to want to learn. Staff have set out clearly the most important knowledge pupils need to learn. Ambitious vocabulary develops pupils' technical language. Pupils gain the important

foundations they need in reading, writing and mathematics. Learning environments are positive and purposeful, and pupils are deeply engaged in lessons.

Teaching across the school is highly effective. Foundational knowledge is secure, and staff make skilled use of approaches to support language development in the classroom. Staff benefit from research-informed training, ensuring they remain experts in their fields. As a result, teaching is clear, precise and underpinned by secure subject knowledge.

Rigorous approaches to checking pupils' understanding ensure those at risk of falling behind are identified quickly and supported to keep up. This is seen through one-to-one tutoring and additional targeted support.

Teachers continually refine their practice to model good practice for pupils. Partnerships with networks such as a local mathematics hub strengthen fluency and pedagogy further. Oracy is a priority, with a strong focus on talk tactics that enable pupils to share their ideas with clarity. Programmes that support pupils who speak English as an additional language are well considered.

Early years

Strong standard 

Partnerships with parents and carers remain a significant strength and ensure that children settle quickly and confidently into the early years. Staff are highly skilled in early childhood development and use their expertise to design a curriculum that secures the foundational knowledge children need. Staff know pupils exceptionally well, identify barriers promptly and provide precise, timely support so that any child at risk of falling behind catches up rapidly.

Consistent, well-established routines in Nursery and Reception create a calm, purposeful atmosphere where children follow expectations with confidence. Warm, relational interactions, including singing, shared stories and call-and-response activities, nurture language development and a strong sense of belonging.

The curriculum is taught effectively. Staff play alongside children, using their interests to deepen understanding and strengthen vocabulary, particularly in language and mathematics. Phonics teaching is sharply focused. Targeted intervention aligns closely with children's understanding, enabling them to read and write with increasing confidence.

The environment is intentionally well organised to promote physical development, early writing and a love of reading, both indoors and outdoors. Outdoor provision offers rich language opportunities. Children, including those who are disadvantaged, thrive and are very well prepared for Year 1.

Inclusion

Strong standard 

Provision for pupils with special educational needs and/or disabilities is highly effective. Staff identify barriers to learning swiftly and provide well-matched support that enables pupils to thrive. Early identification is a notable strength. Pupils who require additional assessment, including those moving towards an education, health and care plan, are recognised quickly and receive timely, targeted intervention.

Staff know pupils very well and respond rapidly to their needs. Adaptations are thoughtfully designed and consistently implemented. High-quality interventions are deliberately chosen and delivered with precision. The school's ethos of 'keep up rather than catch up' is evident, particularly in pre-phonics work and preparation for transition into key stage 1.

Training for support staff is well considered and highly valued. Regular supervision sessions nurture ambition and ensure staff feel empowered to meet pupils' needs. Staff speak confidently about the rapid improvements. They recognise the school's offer for vulnerable pupils as a significant strength.

The pupil premium strategy aligns closely with evidence for disadvantaged pupils. Leaders measure impact effectively. External agency involvement is purposeful and well established, with strong professional relationships that enhance the school's offer. Leaders demonstrate tenacity and drive from day one, ensuring pupils receive the very best.

Leadership and governance

Strong standard ●

Leadership across the school is strong, decisive and highly effective, resulting in significant positive impact, particularly in relation to inclusion. Leaders are determined that disadvantaged pupils or those with special educational needs and/or disabilities thrive. Leaders set an ambitious strategic direction and are determined to secure the very best for every pupil. Staff express high levels of satisfaction and speak positively about the improvements made. This reflects a strong, supportive and purposeful culture of continuous improvement. Those staff who are new to teaching feel well supported by leaders and the wider trust.

Leaders make well-informed decisions, using data and identification tools with precision. This enables highly targeted provision and meaningful intervention. Parents are overwhelmingly positive about the school and frequently highlight the friendliness of staff and the quality of teaching. A parent forum helps leaders to work effectively with parents and tackle concerns together.

Staff's professional training is a priority. Leaders and the trust ensure there is a broad offer of training to ensure staff keep up to date and are experts in their fields. As a result, there are consistent strong standards across the school.

Governance and trust processes are clear and well defined. There are many ways the school is supported and challenged. Leaders ensure pupils are safe and well cared for.

Personal development and wellbeing

Strong standard ●

The school provides a broad, ambitious and coherently planned curriculum that extends far beyond the classroom. Leaders ensure pupils access a wide range of aspirational trips and enrichment experiences that significantly broaden their horizons and allow them to shine. The personal, social and health education programme is very well considered. The programme is clearly structured and delivered consistently through whole-school gatherings and weekly classroom follow-up. This helps pupils to develop a secure and deep understanding of a range of themes, such as fundamental British values and respectful

behaviours. Pupils speak articulately about their learning and understand curriculum content with clarity, often recalling memorable experiences such as the Paris trip.

Leaders track pupils' participation in clubs and their wider offer to ensure all pupils benefit from the provision. The most vulnerable pupils are supported carefully to access the wider curriculum. Pupils benefit from extensive opportunities to develop financial literacy and engage in a rich variety of cultural, sporting and creative activities. These include opera, musical theatre, skateboarding, sailing and other competitive tournaments. The school's active travel work is highly effective, supported by external networks and advisers, and responds well to local road challenges.

Online safety education is comprehensive, and pupils are well informed about risks such as scams and emerging issues related to artificial intelligence. Pastoral provision is an asset to the school. Staff with responsibility for nurture work closely with families, using therapeutic and attachment-informed approaches to support pupils' wellbeing. Pupils know and understand how to look after their wellbeing and mental health.

Overall, leaders' relentless focus on improvement, their research-based decision-making and the school's deeply embedded ethos ensure that pupils receive a highly ambitious, enriching and inclusive educational experience.

What it's like to be a pupil at this school

Pupils love coming to school and relish the chance to learn new and exciting things. They arrive at the school gates ready to dance with their teachers as music livens up the morning routine. There is a palpable sense of enthusiasm for the day ahead.

Pupils are happy, safe and well cared for. Warm relationships between staff and pupils are evident across the school. Pupils play together well, reflecting the school's values of kindness, humility and gentleness. Pupils say bullying is very rare and are confident that adults act quickly if they have concerns.

Behaviour is excellent. Pupils are role models to each other in lessons and around the school. Leaders know that attendance is a priority and do all they can to ensure pupils attend school regularly.

Pupils are effusive about learning. They focus well in lessons and explain their thinking with clarity. Staff are experts when it comes to removing barriers so that all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, can participate fully and make progress. Where gaps appear, leaders act swiftly and with precision to improve provision and provide appropriate support. Because of this, pupils achieve well.

Pupils benefit from a wide range of experiences that extend learning beyond the classroom. Activities such as dance, art, music and residential visits broaden their horizons and deepen their understanding of other cultures. Pupils understand how to keep themselves safe, including online and in the wider world. The curriculum purposefully considers how staff teach aspects of wider safety, such as when around rivers.

Through their daily actions, pupils contribute positively to the school community and are well prepared for their next steps in education and life in modern Britain. Leaders are highly ambitious for the pupils in this school and their education.

Next steps

- Leaders should sustain high standards across all subjects and phases, ensuring school-based plans to enhance the handwriting provision and oracy are consistently used across the school, sustaining the rapid improvements already made.
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About this inspection

This school is part of Oxford Diocesan Schools 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), Sharon Mullins, and overseen by a board of trustees, chaired by Kathy Winrow.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the head of school, the executive headteacher and other school leaders and staff. Inspectors also spoke with the CEO, the chair of the board of trustees and local governors.

The inspectors confirmed the following information about the school:

This school is registered as having a religious character. It is a Church of England school in the Diocese of Oxford.

The school does not use any alternative provision.

Since the last inspection, the leadership structure has changed. In September 2023, the previous headteacher left the school, and a new head of school was recruited. At the same time, an executive headteacher was put in place.

The school's nursery provision is registered to admit 2-year-olds. The school also admits children from 0 to 2 years old under a different URN. This provision is now managed by the schools but is inspected separately and not during this inspection.

Head of School: Amy Burson

Executive Headteacher: Hannah Forder-Ball

Lead inspector:

Simon Woodbridge, His Majesty's Inspector

Team inspectors:

Diana Pearce, Ofsted Inspector

Kimberley Kemp, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 10 February 2026

School and pupil context

Total pupils

188

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

7.45%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.66%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

15.43%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	61%	Above
2024/25 (revised)	71%	62%	Above
2023/24 (final)	71%	61%	Above
2022/23 (final)	83%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	88%	74%	Above
2024/25 (revised)	84%	75%	Above
2023/24 (final)	90%	74%	Above
2022/23 (final)	90%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	82%	72%	Above
2024/25 (revised)	77%	72%	Close to average
2023/24 (final)	77%	72%	Close to average
2022/23 (final)	90%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	88%	73%	Above
2024/25 (revised)	90%	74%	Above
2023/24 (final)	77%	73%	Close to average
2022/23 (final)	97%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25 (revised)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
2022/23		44%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23		60%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23		58%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23		59%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23		66%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23		78%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23		77%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23		79%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	3.9%	5.2%	Below
2023/24 (3 term)	4.9%	5.5%	Close to average
2022/23 (3 term)	4.4%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	8.0%	13.3%	Below
2023/24 (3 term)	9.6%	14.6%	Below
2022/23 (3 term)	7.2%	16.2%	Below

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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