

Oldmixon Primary School

URN: 144927 | Inspected: 06 January 2026

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.

Achievement

Expected standard

Pupils make suitable progress through the curriculum in all key stages. For example, they build their knowledge in subjects such as history and geography, as well as securing the expected standards in reading, writing and mathematics. In Nursery and Reception, children make strong progress across all areas of the early years foundation curriculum. Overall, pupils are prepared well for the next stage of education. Pupils typically achieve well in national tests. For example, the number of pupils achieving the expected standard in punctuation, grammar and spelling in English has been above the national average for the last 3 years. Pupils who face disadvantage often achieve better than their disadvantaged peers nationally, particularly in mathematics. However, some aspects of pupils' knowledge are not as deep or as detailed as they could be. This is reflected in the proportion of pupils who attain the higher standards in reading, writing and mathematics at the end of Year 6, which, over time, is below average.

Curriculum and teaching

Expected standard

Leaders have an accurate understanding of the quality of teaching. They ensure that teachers have the subject knowledge they need to implement the curriculum successfully. Leaders identify the right priorities for improvement and take effective action to realise these. For example, leaders have strengthened the Year 1 curriculum to further enhance pupils' transition from the early years to key stage 1. Leaders ensure that there is an ambitious and well-sequenced curriculum that gives pupils the knowledge they need for their

next steps

. The curriculum develops pupils' basic skills in reading, writing and mathematics well, building on their learning in the Reception Year. There is a strong focus on developing pupils' oracy, and improvements have been made to develop their writing further. However, teaching does not enable enough pupils to deepen their understanding and achieve higher standards in reading, writing and mathematics. The school uses assessment well to identify gaps in pupils' knowledge and skills, and to put the right support in place. As a result, pupils receive effective help if they need to catch up. The needs of pupils who are disadvantaged, or of those with special educational needs and/or disabilities, for example, are well understood by staff. Consequently, staff make effective adaptations for

Oldmixon Primary School

URN: 144927 | Inspected: 06 January 2026

these pupils.

Early years

Strong standard

Staff plan carefully for, and are highly responsive to, children's needs. For example, they ensure that children feel emotionally secure before building their independence. The provision for 2- and 3-year-old children is highly suitable and tailored to their needs. Children in the Nursery and Reception Year gain the foundations that they need to thrive emotionally, socially and academically. These foundations mean that they are prepared very effectively for Year 1. There are consistently high-quality interactions between staff and children. As a result, children develop their language and vocabulary well. Strong routines ensure that children go on to meet the school's high behaviour expectations. The early years curriculum develops children's learning well in all areas. For example, children develop finger control through carefully chosen activities. This prepares them for handwriting later. Reading is a priority. In the Reception Year, children learn the sounds that they need to read accurately by reading books well matched to their developing phonics knowledge. Consequently, they get the practice they need to read fluently. Any child who needs additional support receives it promptly. Leaders ensure that the needs of children with barriers to learning are quickly identified and met. Consequently, children who face barriers are very well supported. The school's partnerships with parents, and external agencies when required, are strong and support staff's work to promote children's development.

Inclusion

Strong standard

The number of disadvantaged pupils attending the school is well above the national average. Leaders ensure that these pupils' individual needs are quickly identified and assessed. This is equally the case for pupils with special educational needs and/or disabilities and those who are known (or previously known) to children's social care. Leaders ensure that the school reduces pupils' barriers to learning and wellbeing through highly effective pastoral support, adaptations to teaching and inclusive practices. Staff share leaders' aspirations for all pupils to succeed. They receive effective training on identifying and meeting pupils' needs. Together, leaders and staff precisely plan the steps that pupils need to take to thrive and achieve. This includes successfully implementing the pupil premium strategy, with funds used to make a positive difference to disadvantaged pupils' achievement. The school's strongly inclusive culture is recognised by parents and carers. Leaders engage very effectively with families, professionals and external agencies to shape pupils' support and aspirations. Pupils' progress is kept under close review, and leaders ensure that strategies are skilfully adapted to meet pupils' evolving needs and build their independence.

The school's inclusive culture and successful practice are reflected in pupils' achievement and their personal development, such as their social skills and wellbeing. Expected standard

Oldmixon Primary School

URN: 144927 | Inspected: 06 January 2026

Leadership and governance

Expected standard

Leaders have an accurate understanding of the school's strengths and areas for development. For example, they have strengthened the teaching of writing and recognise where standards need to improve further. Leaders continually identify and prioritise actions for further improvement. Trustees hold leaders to account for these, gaining the insights they need to assure themselves of the school's ongoing performance and improvement. Trustees and local governors meet their statutory duties and ensure that the school manages resources effectively. Local governors typically provide effective support and challenge in respect of their delegated responsibilities. Leaders and those responsible for governance make decisions in the best interests of pupils. Together, they ensure that there is a particularly sharp focus on the experiences of pupils who face barriers to learning. There is an effective, evidence-based professional learning programme, which builds and extends teachers' expertise over time. For instance, as part of leaders' work to strengthen the wider curriculum, they have provided effective training so that teachers can implement the curriculum successfully, including checking pupils' learning. Those newest to teaching are well supported. The school works successfully with other trust schools and local networks to continually enhance its effectiveness. Staff are proud to work at the school. Leaders are considerate of their workload and wellbeing.

Personal development and wellbeing

Expected standard

The school's programme for pupils' personal development is well designed and effective. Leaders keep the programme under review and make adjustments as required. For example, pupils learn how to keep themselves safe, including when online, and the school responds quickly if there are any risks to pupils' wellbeing. Pupils know age-appropriate strategies to care for their own emotional and mental health, such as how they can use their breathing to feel calm. Pupils follow a suitable relationship education curriculum. They understand that respectful relationships involve caring for and helping one another. Relationships education starts in the early years, where children start learning how to talk about emotions and how to cooperate with each other. This provides a strong foundation to help children to collaborate with others later. The school develops pupils' understanding of fundamental British values and beliefs, such as celebrating difference and not tolerating any form of discrimination. Pupils learn about democracy by voting for rewards. The school helps pupils understand how to behave in different contexts, for example using lunchtime to promote polite conversation. Pupils' character is developed through opportunities that build their confidence and resilience, such as camping and trips to local cities. Pupils have a range of opportunities to develop their talents, interests and cultural appreciation. For example, older pupils get to try out a selection of musical instruments and learn about different forms of art, including through a visit to a sculpture exhibition. Pupils of all ages participate in a range of sports and learn about the demands and excitement of being a professional athlete. Pupils who face disadvantage benefit from the personal development programme alongside their peers. Leaders track participation and make adjustments to encourage pupils to make use of opportunities.

Oldmixon Primary School

URN: 144927 | Inspected: 06 January 2026

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

Pupils enjoy learning at this inclusive school. They are well prepared for the next steps

of their education, typically achieving well in national tests. Pupils deepen their knowledge and skills in all the subjects that they learn. For example, they build on their knowledge of number from the early years when learning mathematics later. Pupils achieve particularly well in mathematics, performing consistently above the national average for those attaining the expected standard at the end of Year 6. Children get off to a strong start in the early years. The school quickly identifies any barriers to learning that children may have. For example, leaders assess whether pupils have any special educational needs and/or disabilities, and check the support that pupils need if they are new to learning English. The school is determined to meet pupils' needs at all ages and does this very successfully. Pupils who face disadvantage, for instance, often achieve better than their peers nationally. Pupils have warm, positive relationships with their peers and with staff. They feel a strong sense of belonging to the school. They speak enthusiastically about the 'Friday banquet', for example, and how the school celebrates their learning through 'book award' assemblies. Pupils are proud to represent the school, taking part in a local 'symposium' to share their learning with other schools. Pupils feel safe at the school. They are confident that staff would deal with any bullying issues quickly and effectively, but there is rarely the need to. Pupils' attendance is increasing over time. This means they are benefiting from the broad range of experiences that the school offers, such as trips and visits, alongside learning in the classroom. The school prepares pupils well for life in modern Britain. They learn about different religions and the importance of demonstrating respect, for example.

Next steps

- Leaders should strengthen teaching further, so that more pupils build detailed, in-depth knowledge and achieve even more highly in reading, writing and mathematics.
- Leaders should continue to embed the school's work to raise pupils' attendance so that pupil absence reduces further.

Attendance and behaviour

Expected standard

The school constantly promotes the importance of high attendance. Leaders carefully analyse the causes of absence. They identify patterns and plan effective strategies to support pupils when necessary. Leaders build constructive relationships with families and take effective steps with them to remove barriers to pupils' attendance. As a result of the school's determined and focused work, attendance is rising for all pupils, overall. This includes those pupils who have been persistently absent. However, some pupils' attendance is still not high enough. Pupils behave very well around the school and in lessons. They know and follow routines willingly. They are polite and respectful, listening well to each other when they take turns to talk in class, for example. Consequently, learning is rarely disturbed and a calm, orderly atmosphere pervades the school. Staff understand

Oldmixon Primary School

URN: 144927 | Inspected: 06 January 2026

and uphold leaders' high expectations of pupils' behaviour. The school does not allow any form of discrimination or harassment, although this is rare. Staff are caring and empathetic towards pupils, taking account of their individual needs. For instance, they make successful adjustments or adaptations for pupils with special educational needs and/or disabilities.

For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:

<https://whatschool.ai/en/school/oldmixon-primary-school-weston-super-mare>