

# Jeavons Wood Primary School

## Inspection report

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<b>Unique Reference Number</b>	135817
<b>Local Authority</b>	Cambridgeshire
<b>Inspection number</b>	360758
<b>Inspection dates</b>	12–13 May 2011
<b>Reporting inspector</b>	Vivienne McTiffen

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	134
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Clive Dalton
<b>Headteacher</b>	Sarah Humphreys
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Eastgate Great Cambourne, Cambridgeshire CB23 6DZ
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## Introduction

This inspection was carried out by two additional inspectors. Nine lessons or parts of lessons, group work and two assemblies were observed. All six teachers were seen once and some twice. Inspectors spoke with pupils and parents and carers, and meetings were held with staff and school leaders, including members of the governing body. Inspectors observed the school's work, and looked at information on pupils' progress, school development, lesson planning, safeguarding and samples of pupils' work. In addition, 88 questionnaires from parents and carers were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Are specific groups of pupils, particularly the more able and girls, doing well enough?
- Are systems sufficiently rigorous to identify and address underachievement in order to raise attainment and ensure pupils maximise their progress??
- How aware are pupils of belonging to a multicultural society and wider world beyond their immediate community?
- How effectively do leaders and managers monitor the work of the school and drive improvement?
- How well does provision in the Early Years Foundation Stage meet the needs of all children across all areas of learning?

## Information about the school

This is a smaller-than-average primary school. It opened in 2009 and is housed in temporary accommodation. Pupil numbers are increasing and many join mid-term. At the time of the inspection Year 3 pupils were the oldest on site but eventually the school will take pupils to Year 6. The majority of pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is slightly above the national average, as is the proportion of pupils who speak English as an additional language. The number of pupils with special educational needs and/or disabilities is below average. The school is a designated Trust school and is part of the Comberton Educational Trust. It achieved National Healthy School status in March 2011.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. Excellent relationships exist with parents and carers, the vast majority of whom have high regard for the school. There are very good examples of ways in which their views are sought and how they are involved in their children's learning. Regular workshops and invitations into classrooms are greatly appreciated, and parents and carers feel well informed about their children's progress. Daily contact is maintained and communication ensured through a range of different channels. Excellent induction procedures for children starting school means the needs of children and parents and carers are well met. A strength of the school is the outstanding start offered to children in the Reception classes. Here excellent teaching creates an exciting and stimulating environment, both indoors and out, where children excel in developing curiosity, imagination, decision making and problem-solving skills.

Pupils achieve well and make good progress. In Year 3, where many have joined the school since it opened, pupils reach average standards in reading, writing and mathematics but, generally, attainment is rising. In Year 1, where pupils have benefited from the excellent start provided in the Reception classes, attainment is above average. In Year 2, a higher proportion of pupils, especially the more able, are doing better than in the previous year. Overall, pupils with special educational needs and/or disabilities make good progress due to clear identification of their needs, but a few older pupils make satisfactory progress. The school recognises the monitoring of these pupils' progress, leading to the correct level of support, is not rigorous enough and is moving to address this issue.

Good progress and rising attainment are due to consistently good teaching. Teachers know what they want pupils to learn and offer varied and inviting activities, designed to enable pupils to find out for themselves. This leads to self-motivated learning where pupils set their own challenges about what they want to learn. Occasionally, they do not set themselves high enough goals because they are not sufficiently informed about their next step in learning or what they are working towards.

A creative and flexible approach to planning leads to an exciting and inspiring curriculum. There are plenty of hands-on, practical experiences based upon pupils' interests and responses, giving them ownership of their learning. As a result, learning is fun. Pupils enthusiastically engage in a range of stimulating tasks, indoors and out, which encourage exploration and imagination. This has a highly positive effect on developing confidence and self-reliance. Pupils readily apply a range of skills across subjects. Literacy, numeracy and information and communication technology are well promoted and utilised. At this stage, the school lacks a means of ensuring that the development of skills builds progressively upon prior learning.

The energy and drive of the headteacher and commitment of the governing body has been supported by the appointment of a highly dedicated team of staff. Morale is high and

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support for the school's ethos and innovative method of teaching and learning is consistent. The challenges of setting up a new school are being successfully met. A priority has been to establish positive links with the local community which are developing strongly. As a result, pupils benefit from contact with others in local schools although opportunities to develop links with those from different backgrounds beyond the immediate locality are at a developmental stage. As the school grows, those in charge recognise new priorities through effective evaluation of its work so far and set realistic targets. Much is still evolving but, given the good start made and rising attainment, indications are that the school has good capacity to improve.

## What does the school need to do to improve further?

- Enable pupils of all abilities to make as much progress as they can by:
  - strengthening the provision and monitoring systems for pupils with special educational needs and/or disabilities
  - ensuring a clear progression of skills within the creative curriculum so pupils build upon prior learning
  - informing pupils of the next steps in their learning so they set themselves high enough challenges and know how to improve.
- Strengthen links beyond the immediate community to develop pupils' understanding of belonging to a wider world and multicultural society.

## Outcomes for individuals and groups of pupils

<b>2</b>
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When they start in the Reception classes many children's abilities in literacy, numeracy and knowledge and understanding of the world are below those expected for their age. As they move through the school they make good progress to reach at least average attainment but many do even better. The school monitors the progress of specific groups of pupils, including those known to be eligible for free school meals, who make good progress in line with their peers. Those who speak English as an additional language progress well in building their language skills and those who join mid-term settle quickly. This is because the school's welcoming ethos and understanding of specific needs leads to a good level of support, often competently provided by teaching assistants who establish positive relationships.

Pupils keenly enjoy their learning, a view supported by parents and carers. Pupils particularly like finding out for themselves and working with each other. This was seen to good effect in an outstanding mathematics lesson when pupils investigated different ways of dividing and sharing. The teacher's enthusiasm inspired them to set off on a range of tasks, many of which they devised for themselves. As a result, some used computers whilst others selected apparatus to see if they could share items equally. They all worked very well with each other and shared resources sensibly, making very good progress in their learning. Pupils have a good understanding of how to stay safe and feel secure in school. They know about a balanced diet and how to be healthy, reinforced by the school's recent acquisition of National Healthy School status. Behaviour is good. Pupils have a clear understanding of what is right and wrong. Spiritual, moral, social and cultural development is good, underpinned by the school's strong focus on values and appreciating each others' talents. Pupils are keen to try new experiences. Those from different

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backgrounds get on well together, although there is limited chance for pupils to forge links with those from a multicultural society beyond school. Pupils' basic skills and well-developed personal qualities equip them well for the future.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

All staff are fully involved in helping pupils get the best from a range of exciting experiences. Class and small group work supports learning effectively. For example, in a science lesson pupils worked with a teaching assistant to investigate different light sources whilst others discussed with their teacher how circuits work. In literacy, group work allows pupils of similar abilities to work together on developing skills in linking letters to sounds. Teachers are quick to recognise pupils' misconceptions and modify their teaching accordingly. They praise pupils for their efforts and build self-esteem through positive feedback. Generally, sessions at the end of lessons are used well to re-cap upon learning and check understanding. Pupils' successes are celebrated in Learning Journeys where samples of their work are collected. These are shared with parents and carers and provide a record of progress.

The well-organised and exciting curriculum is effectively supported by a range of trips and visitors which enhances learning. Clubs help pupils to develop skills and talents. Partnerships with other schools lead to the use of shared facilities and activities which the school alone could not provide.

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The temporary accommodation has been transformed into a warm and friendly learning environment. A very strong community feel is created by the promotion of common values and the celebration of individuals, shared at every opportunity through assemblies and a strong personal and social focus. Newcomers are welcomed and quickly become part of the school community. Support for pupils whose circumstances make them vulnerable is strong and leads to positive outcomes, often as the result of effective partnerships with outside agencies. The school actively promotes good behaviour and attendance, leading to pupils' positive attitudes and above-average attendance.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Leaders and managers have a shared determination to move the school forward. Staff are supportive of each other and freely share their expertise. They are secure in their roles of responsibility because they are well supported in their professional development. Consistently high expectations and enthusiasm are shared by all. There is a common approach to new initiatives and all take part in evaluating their success. Monitoring roles are developing strongly, leading to the identification of strengths and areas for improvement in teaching and provision, with a view to raising attainment. The governing body recognises what still needs to be done and is influential in deciding the direction of the school. Governors maintain a high profile and have positive relationships with staff and parents and carers. The school promotes equality of opportunity and tackles discrimination well. Gaps in performance are identified and addressed. For example, the appointment of a member of staff with responsibility for special educational needs is based upon the recognition that, in the previous year, a few pupils had not made enough progress. Procedures for the safeguarding and welfare of pupils are good. Issues about safety are integrated into the curriculum so pupils develop an understanding and take on responsibility for staying safe. Community cohesion is promoted satisfactorily. Whilst there are strong links locally, the school is at an early stage of devising ways to reach out to communities beyond the immediate locality.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Children get off to a flying start in the Reception classes. Many make exceptional progress, especially in communication, language, numeracy and knowledge of the world so that they exceed the expected goals by the time they are five. This is because excellent teaching solidly builds children's early skills through the right level of challenge and a range of stimulating activities. For example, during the inspection, children's learning revolved around the story of Cinderella. They compared this story with another from Africa. They wrote their own versions of the story, recording it on film to show to others. As the topic evolved around children's interests, some in the outdoor area independently devised ways to build castles. Adults are highly skilled at supplying the right resources to promote children's curiosity and stimulate imagination. Through play and exploration children find out for themselves, with great enthusiasm and a high level of enjoyment. They take a dynamic role in their learning and show great confidence in deciding what they will do. They understand how to stay safe and healthy, and take responsibility for tending fruit and vegetables in the garden area. Children's responses are carefully recorded through high-quality observations. Progress is closely and regularly monitored so that planning is adapted to suit needs, especially for those with special educational needs and/or disabilities. Relationships are excellent and children's welfare is given the highest priority. Staff work exceptionally well together as a team and are committed to ensuring children make significant gains in their learning and personal development.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

The overwhelming majority of questionnaires returned from parents and carers are positive. All agree that children enjoy school, teaching is good and the school is led and managed effectively. All parents and carers who returned questionnaires feel they are informed about their children's progress and are helped to support children's learning. The very positive response from parents and carers is typified in this comment, 'My child has come on since being at this school. I'm so pleased with her progress. She is showing great signs of enthusiasm in wanting to learn since being here.'

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Jeavons Wood Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 88 completed questionnaires by the end of the on-site inspection. In total, there are 134 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	81	92	7	8	0	0	0	0
The school keeps my child safe	79	90	8	9	1	1	0	0
My school informs me about my child's progress	56	64	32	36	0	0	0	0
My child is making enough progress at this school	65	74	22	25	1	1	0	0
The teaching is good at this school	74	84	14	16	0	0	0	0
The school helps me to support my child's learning	67	76	21	24	0	0	0	0
The school helps my child to have a healthy lifestyle	64	73	22	25	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	45	51	27	31	0	0	0	0
The school meets my child's particular needs	65	74	19	22	1	1	0	0
The school deals effectively with unacceptable behaviour	61	69	24	27	1	1	0	0
The school takes account of my suggestions and concerns	61	69	24	27	1	1	0	0
The school is led and managed effectively	77	88	11	13	0	0	0	0
Overall, I am happy with my child's experience at this school	76	86	11	13	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



16 May 2011

Dear Pupils

**Inspection of Jeavons Wood Primary School Cambridgeshire CB23 6DZ**

Thank you for the very warm welcome you gave us when we visited your school recently. We were impressed by your good behaviour and the way in which you find out for yourselves in your learning. We enjoyed talking to you and seeing the interesting things you do in your classrooms and in the outdoor areas.

You attend a good school. You reach the levels expected for your age in English and mathematics and many of you do even better, especially if you started in the Reception classes. You really enjoy learning because of all the exciting activities your teachers provide for you. Everyone at the school takes good care of you and helps you to see how special you all are. Your school is particularly good at telling your parents

- and carers how well you are doing and helping them to get involved in your learning.

We have asked your headteacher and her staff to make the following improvements:

- make sure there is the right level of support and monitoring systems for those of you who find learning difficult
- help you build upon your learning by ensuring a progression of skills
- inform you of your next steps in learning so you set yourselves the right level of challenge and know how you can do better
- strengthen links beyond your local community to help you understand people from different faiths and backgrounds and belonging to a wider world.

All of you can help the school to achieve these things by continuing to be enthusiastic about your learning and always trying your best.

Yours sincerely

Vivienne McTiffen

Lead inspector

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