

Oakridge Parochial School

Inspection report

Unique Reference Number	115674
Local Authority	Gloucestershire
Inspection number	379120
Inspection dates	17–18 November 2011
Reporting inspector	David Carrington

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	34
Appropriate authority	The governing body
Chair	Gareth Newton
Headteacher	Lisa Austin-Harrison
Date of previous school inspection	23 June 2009
School address	Oakridge Lynch Stroud Gloucestershire GL6 7NR
Telephone number	01285 760269
Fax number	01285 760269
Email address	head@oakridge.gloucs.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by one additional inspector. The inspector observed seven lessons led by three teachers. Meetings were held with the headteacher, the staff of the school and members of the governing body. The inspector observed the school's work, and looked at school planning, assessment data, pupils' work, the school's checks on the quality of teaching and a number of policy documents. The inspector received 32 questionnaires from parents and carers and also a number from pupils and the school staff.

The inspector reviewed many aspects of the school's work, looking in detail at a number of key areas.

- The robustness of progress tracking and the monitoring of provision, and their impact on pupils' achievement.
- The systematic development of skills and knowledge, especially children's independence and initiative, in the Early Years Foundation Stage.
- The benefits for pupils' education, particularly their progress, emerging from the recent formal partnership with a local primary school.

Information about the school

Oakridge Parochial is a very small primary school. The pupils are taught in two mixed-age classes that group Years 1 and 2 with the Reception Year and Years 3 to 6 together. Nearly all the pupils come from White British backgrounds and all speak English as their main language. The proportion of pupils with special educational needs and/or disabilities is below average. The proportion of pupils known to be entitled to free school meals is low.

In April 2011, the school entered into a formal management partnership with another primary school in the area. The headteacher of Oakridge Parochial School was appointed executive headteacher of both schools.

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

Oakridge Parochial is a good school. Under the steadfast leadership of the headteacher, it has made significant improvement in recent years. All staff and members of the governing body support the headteacher's high expectations fully and show a strong collective drive for continual refinement of practice and raising of achievement. The rise in attainment is an example of the very well-focused drive for improvement. In 2011, attainment was the highest for many years and consolidated the trend to above average results. The work in pupils' books and as observed in lessons underlines the trend very clearly. The pupils make good progress from their starting points.

There are good procedures in place to track pupils' progress and check the quality of provision. They give the necessary realism to school self-evaluation. Staff and the governing body use data to set ambitious targets and to identify the essential priorities for improvement. Behaviour, pupils' feelings of safety and security in school, and the quality of care, guidance and support are already outstanding. The drive to raise other elements of the school's performance to a similar high quality is very evident. The capacity to sustain improvement is good.

The quality of teaching and learning is good. That includes the Early Years Foundation Stage, where provision was identified as a major improvement priority at the time of the previous inspection. Now, children in the Reception Year thrive and have great fun in learning, which enables them to progress well. They show great responsibility, independence and initiative. A strength of teaching throughout the school is the matching of work to individual pupils' abilities. Thus, those with special educational needs and/or disabilities and those who have been identified as gifted and talented are as successful as other pupils.

The curriculum is planned well to provide appropriate opportunities for the development of basic skills of literacy, numeracy and information and communication technology. There are good links between subjects and the programme of out-of-school activities is broadly based for a small school. As yet, the curriculum does not capitalise fully on pupils' enthusiasms, interests or creative abilities. School leaders recognise that is a key area for future improvement and are implementing plans to turn the good curriculum into an outstanding one by drawing on the pupils' personal and academic achievement in an even more exciting manner than at present.

The recently established formal partnership with another local primary school is

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

already contributing positively to the school's performance, as staff work together to improve provision in their respective schools. It is too early in the partnership for the full impact of the initiatives to be assessed. Whilst the school's links with parents and carers are good and parents and carers view the school positively, a considerable proportion has qualms about the impact of the partnership on the way the school is led and managed on a day-to-day basis. The headteacher and senior staff are committed to ensuring pupils at Oakridge Parochial gain, rather than lose, from the collaborative arrangements and that the good equality of academic and personal opportunity is maintained.

What does the school need to do to improve further?

- Strengthen the curriculum, so that pupils' enthusiasm for learning, personal interests and creative skills are the basis for even greater progress.
- Embed fully the formal management partnership with the neighbouring primary school, to consolidate school improvement and open up additional opportunities for pupils to reach the highest attainment levels.

Outcomes for individuals and groups of pupils**2**

Learning in lessons is enjoyed greatly by the pupils. The pupils are keen to reach their personal targets and work hard to complete the work in good time. Their written work shows above-average levels of attainment. In writing, which has been a recent improvement area, some work is of high standard. That is seen across the school, for example in Year 2, when a pupil, parodying 'The Owl and the Pussycat' wittily, wrote '...They took some dried food and a sleeping bag, stuffed in the astronaut's pocket. The Owl looked up to the stars above and sang to a chocolate bar, O lovely astronaut...'

Mathematical skills are honed well and pupils are competent problem solvers. They enjoy challenges and contribute well-reasoned ideas for conducting mathematical investigations. Arithmetical calculations are completed accurately, spelling is good and work is generally presented neatly. It is evident from their books that pupils make good progress over extended periods. That applies as much to the girls as the boys and to those with special educational needs and/or disabilities. Pupils of different ages in the same class make similar progress also.

Pupils enjoy school thoroughly. Behaviour is impeccable, rarely are voices raised to reprimand poor behaviour and the pupils are adamant that bullying is absent. They know what to do if it should appear and are very alert to their own personal safety and that of others. They say that the small size of the school is a great benefit in making sure everyone is happy and content. Pupils have good understanding of how to keep healthy and most try to follow the guidelines for a balanced diet. Many are enthusiasts for physical education and sport. Swimming and running are particularly popular ways in which they try to keep fit.

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

Pupils make a valuable contribution to the community of the village and wider afield, as shown by their charitable endeavours. The school’s Church of England heritage forms the core of the good spiritual, moral, social and cultural development of pupils. Pupils enjoy performing in church and a visit to Gloucester Cathedral was identified as one of the highlights of the year. The pupils speak in awe of its size, ambience and uniqueness.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	2
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
The extent to which pupils feel safe	1
Pupils’ behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils’ attendance ¹	2
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

Lessons are well taught and pupils work productively and purposefully to meet their learning targets. Resources are used well, particularly staffing and time. The teaching assistants make a strong contribution to the successful learning of all pupils.

Activities are planned carefully to ensure the work is demanding of each ability group. On suitable occasions, the very top achievers work independently of the rest, at a level of complexity that is more usually seen in secondary school. The use of assessment to support learning and progress is good. Marking of pupils’ work does not always identify explicitly enough the next steps to complete, although teachers’ comments focus clearly on what has been achieved so far.

Work displayed in classrooms shows effective coverage of the curriculum. The pupils include art, geography, history and physical education among their favourite subjects, although mathematics is their number-one choice. Targets for achievement, including National Curriculum levels, are displayed very visibly on the walls, although the portrayal of pupils’ actual achievement is less apparent.

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

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

First-class partnerships with external agencies and community groups are at the root of the school’s outstanding work to ensure every child thrives at school. Attendance levels are consistently above average because of the school’s effective measures to eliminate persistent absence. Pupils with any form of barrier to learning are supported very effectively, so that they too can share the successes of the other pupils. Pupils with special educational needs and/or disabilities make the same good progress as the others in class because their work is tailored to the necessarily small steps towards success.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Parents’ and carers’ concerns about the day-to-day leadership of the school are taken seriously by the headteacher and the governing body. There are suitable arrangements in place to cover the headteacher’s time spent at the partner school. Because the partnership is relatively new, systems of shared leadership and management have yet to be finalised. However, the continuing trend of good improvement at Oakridge is very evident. That is because all staff and the governing body are united in working for the best possible achievement for all pupils. The good improvement of teaching quality, for example, demonstrates the successes to date.

The governing body has substantial expertise and experience that are at the centre of its determined approach to school governance. It evaluates performance data itself, members visit school regularly to observe learning, and it oversees the school’s use of resources very effectively. The governing body has ensured that the safeguarding of pupils, which is a conspicuous strength of the school, embodies best practice, up-to-date guidance and training, and constant vigilance.

The promotion of community cohesion is good and is improving, although the school has well-founded plans to expand its links with schools overseas in order to raise pupils’ awareness, knowledge and understanding of people’s different faiths, cultures and ways of life. There is absolutely no tolerance of discrimination of any form and all pupils are given the same good opportunities to succeed, both in their personal and social development and in their academic achievement.

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

These are the grades for leadership and management

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

Early Years Foundation Stage

Children in the Reception Year laugh a lot and try their best as they learn. A space rocket is a current focus of their enjoyment. The children were keen to show the inspector how they had decorated the rocket and that, at most, four children would fit inside. One child was keen to show the price labels she had created for the space picnic food and others counted back to zero accurately before blast off.

The assessment of children's progress is accurate. Regular observation is made of children's work and the results are used to plan carefully the next steps for learning. Planning is focused well on the development of children's initiative and independence. That has resulted in the provision of good opportunities, both indoors and out, for children to choose their own activities and decide how to work together to complete tasks. The children make good progress and all achieve their learning targets before they leave the Reception Year. A high proportion of children exceeds the national average across all six areas of learning.

Early Years Foundation Stage provision is led and managed well. That has ensured good improvement since the school's last inspection, when provision and outcomes were judged to be satisfactory. Planning covers all the necessary learning experiences more comprehensively now and there are distinct areas for Reception-Year children to work in. The phase leader recognises the need to ensure that displays of children's work include ways for them, rather than the adults, to plan and record their choices of task.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A very high proportion of parents and carers returned their questionnaires. Both in the ticks on the sheets and the comments, their views about the day-to-day leadership of the school and the management of behaviour stood out. There is clearly considerable concern about whether the formal partnership with another school will dilute the effectiveness of Oakridge Parochial School. The inspector judged that the risk of this has been minimised by school leaders. Similarly, parents and carers can be assured that behaviour is outstanding and that the pupils themselves recognise that it is managed successfully.

In contrast to the views on the evolving leadership and management and behaviour, other views are positive, not least those on teaching quality and pupils' progress. Several parents and carers wrote about the small size of the school and the benefits it brings for care, guidance and support. There are tributes too for the staff, including the headteacher, that recognise their effectiveness in making good provision for their children's needs and providing the necessary opportunities for them to do well. The evidence from the inspection tallies with those positive views.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Oakridge Parochial 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 32 completed questionnaires by the end of the on-site inspection. In total, there are 34 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	59	12	38	1	3	0	0
The school keeps my child safe	24	75	8	25	0	0	0	0
The school informs me about my child’s progress	16	50	12	38	3	9	0	0
My child is making enough progress at this school	11	34	15	47	3	9	0	0
The teaching is good at this school	16	50	12	38	0	0	0	0
The school helps me to support my child’s learning	14	44	13	41	1	3	0	0
The school helps my child to have a healthy lifestyle	14	44	14	44	3	9	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)	13	41	13	41	2	6	0	0
The school meets my child’s particular needs	17	53	12	38	1	3	1	3
The school deals effectively with unacceptable behaviour	13	41	7	22	6	19	1	3
The school takes account of my suggestions and concerns	11	34	15	47	5	16	1	3
The school is led and managed effectively	13	41	5	16	7	22	1	3
Overall, I am happy with my child’s experience at this school	18	56	12	38	2	6	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

21 November 2011

Dear Pupils



Inspection of Oakridge Parochial School, Stroud GL6 7NR

I enjoyed my visit to your school thoroughly. You were most helpful and welcoming and gave me many ideas about why your school is a good one. I was impressed with your very sensible and mature behaviour and how hard you work. In my report, I have written about the many good things at your school. These are the most important.

- You do well in your work and make good progress.
- Children in the Reception Year have great fun at school, which helps them to learn well.
- Your lessons are interesting and challenging, so you work well.
- You look after each other carefully and feel safe in school.
- You are taught well.
- All the adults in school want you to do well.
- Your headteacher leads your school extremely successfully.

There are two things that stand out in my report for further improvement.

- There could be more work that uses your interests, talents and creativity so you make even greater progress.
- The new links with another school must help you to reach the highest levels in your work.

To help your teachers make these improvements, you can make a list to show what you think makes the best lessons, and share it with your parents, carers and teachers.

Yours sincerely

David Carrington
Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**