

Oaksey Church of England Primary School

The Street, Oaksey, Malmesbury, SN16 9TG

Inspection dates 22–23 October 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- By the end of Year 6, attainment in reading, writing and mathematics is above average. Achievement in mathematics has remained a strength since the time of the previous inspection.
- Pupils make good progress in reading, writing and mathematics because they are well taught across the school. Teaching assistants often provide effective support to pupils.
- Good use of discussion and questioning by teachers helps pupils to develop their ideas and understanding well.
- In lessons, pupils work together confidently and help each other a lot when working on shared tasks.
- Pupils use learning targets well to help them assess their own work and identify what they need to do to improve.
- Pupils have very positive attitudes to learning and behave well. They say there is rarely any misbehaviour.
- Pupils feel very safe in school. They have a great deal of confidence in the adults who look after them.
- Leadership and management are good because leaders have taken action resulting in improved pupils' progress in reading and writing. Leaders make regular checks on the quality of teaching to promote improvement.
- Governors evaluate the impact of spending decisions carefully and are very ready to question the headteacher about improvement.

It is not yet an outstanding school because

- Leaders' feedback to teachers about how to improve, and other support provided, has not been targeted sharply enough to promote outstanding teaching.
- The pace of learning in a few lessons is not consistently brisk and, occasionally, activities provided are too easy or difficult for pupils.
- Information about pupils' progress is not always clear enough to allow governors to hold the headteacher and other staff fully to account for the progress made in each class by different groups of pupils.

Information about this inspection

- The inspector observed nine lessons of which eight were observed jointly with the headteacher. He also scrutinised samples of pupils' work.
- Meetings were held with staff, members of the governing body and groups of pupils. A telephone conversation was held with a representative from the local authority.
- The inspector took account of the 35 responses to the online parent questionnaire (Parent View). Parents' views were also gathered from informal conversations at the start of the school day.
- The inspector observed the school's work and looked at documents, including improvement plans, checks on the quality of teaching, records relating to attendance, and the school's data on pupils' progress.

Inspection team

Peter Clifton, Lead inspector

Additional Inspector

Full report

Information about this school

- Oaksey Primary School is smaller than the average-sized school.
- About one half of pupils are drawn from Oaksey village and others come from outside the immediate area.
- Almost all pupils are of White British heritage.
- The pupils are taught in four classes: Reception; Years 1 and 2; Years 3 and 4; and Years 5 and 6.
- The proportion of disabled pupils and those with special educational needs supported by school action is above average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils supported by the pupil premium, which provides additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and other groups, is low. Currently, the school's only pupils eligible for this support are those known to be entitled to free school meals.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Strengthen leadership and management, in order to increase the proportion of outstanding teaching, by:
 - making sure that feedback to teachers is precise enough to promote outstanding teaching
 - giving teachers more opportunities to work with outstanding practitioners
 - making sure that activities in lessons fully meet the needs of all pupils and that learning moves on at a consistently brisk pace
 - making sure that pupils' progress information is clear enough to allow governors to hold the headteacher and other staff fully to account for the progress made in each class by different groups of pupils.

Inspection judgements

The achievement of pupils is good

- By the time pupils leave the school, their attainment in English and mathematics is above average. Test results in 2013 were higher than those in 2012 with attainment in English having risen above 2012 levels which were average. Results in mathematics have been typically above average since the time of the previous inspection. The 2013 results show that pupils have made good progress from their starting points in Year 3.
- Attainment in Key Stage 1 is above average. Over the past three years, attainment has improved sharply in reading and writing. In mathematics, attainment has remained above average during this time.
- In the Early Years Foundation Stage, children start school with knowledge, skills and understanding that are broadly typical for their age. Their reading, writing and mathematics skills are being developed strongly in lessons. Results in this year's Year 1 screening check in phonics (letters and the sounds they make) were above the nationally expected standard; this is an improvement from the results in 2012.
- Learning observed in different classes, the scrutiny of pupils' work and the school's records of progress indicate that pupils typically make good progress and achieve well. More-able pupils in Year 6 are already writing at the higher level (Level 5) and know what to do to improve. In mathematics, pupils in Years 3 and 4 solve problems confidently.
- Disabled pupils and those with special educational needs make progress that is typically in line with their classmates. Samples of work seen in writing in Key Stage 2 show that they are making gains over the past year, which are at least in line with those expected and often better. This is as a result of well-targeted additional support, linked to their specific needs.
- In 2012, there were no pupils supported by the pupil premium in Year 6 and there are few pupils in the school currently supported by this funding. The progress and attainment of this group of pupils are usually similar to those of other pupils in both English and mathematics.
- Readers in Years 3 to 6 are developing good reading habits. Years 5 and 6 pupils say that they are expected to read every day and keep a reading record. This has encouraged them to read a wide range of different authors.

The quality of teaching is good

- Teaching in different classes typically promotes good progress. In the Reception class, activities are closely matched to the needs of different children and approaches to learning are engaging and fun, especially when playing games to develop the children's counting, addition and subtraction skills.
- Relationships between staff and pupils are strong. Learning in lessons is calm and purposeful and pupils say this is always the case. Pupils really enjoy working together in groups, for example to find different ways to arrange cubes in a box.
- The use of discussion and questioning is a strength across the school, including in the Reception class. Pupils readily talk with each other to discuss what they think and answer questions to show what they know and understand.
- The use of targets to help pupils understand what they need to do to improve is well established. The 'green' and 'pink' marking comments give pupils clear information about what they have done well and how to do better. Time provided for pupils in Years 5 and 6 to assess writing and reflect on their work gives them a valuable insight about what they need to do to improve.
- Teaching assistants are usually deployed well in lessons to provide help and support for different groups of pupils. In the lessons observed during the inspection, they worked most effectively when supporting the teacher to make regular checks on pupils' learning.

- Activities provided for different groups of pupils are generally well matched to their individual needs. However, at times, activities are not sufficiently different for more-able and lower attaining pupils. This slows learning for these pupils.
- There are a few occasions in lessons when progress slows because learning is not moved on quickly enough. Pupils sometimes have to wait turns for too long before getting a chance to actively contribute.

The behaviour and safety of pupils are good

- Pupils behave well and relationships are positive across the school. Pupils know that discrimination is not tolerated. They comment that they all know each other well and that their teachers are kind and considerate. There are very few recorded incidents of any misbehaviour.
- Pupils enjoy coming to school and learning in lessons. Their attendance is regular. Reception children settle well and quickly learn to work things out for themselves. Older pupils in Years 3 to 6 value the range of after-school clubs and opportunities to take part in music activities.
- The pupils say they feel very safe in school and parents confirm this. They know what to do should they have any concerns. There is little evidence of bullying incidents in the school. Pupils are knowledgeable about different forms of bullying including cyber-bullying; they know, for example, that it is important not to give out their personal details online.
- Parents and staff are very supportive of the school. Almost every parent is very positive about how well the school looks after their children and would strongly recommend it to others. They confirm that behaviour and safety are good.
- Pupils say that it is uncommon for their learning to be disrupted. However, they say there is some occasional chatting and silliness in lessons.
- Behaviour is not outstanding because attitudes to learning, although good, are not always excellent. There are a few occasions when pupils, especially boys, lose concentration in lessons.

The leadership and management are good

- Good leadership and management have ensured that teaching typically enables pupils of different abilities to learn equally well in reading, writing and mathematics. The school's focus on improving reading and writing skills has led to faster progress and higher attainment in English.
- Staff work well together as a team. They plan collaboratively and all follow the school's marking strategy well.
- Joint observation during the inspection and school's records show that the strengths and weaknesses of teaching are carefully analysed and are shared with individual staff. However, feedback has not been sharp enough and training not matched closely enough to their individual training needs to promote outstanding teaching and achievement.
- The curriculum promotes pupils' spiritual and cultural development well, for example through opportunities to sing, play music and do artwork. There are regular opportunities to reflect and pray. Pupils' good work is celebrated regularly. Pupils' social and moral development is strong. Pupils have a keen sense of right and wrong.
- Leaders track the progress of individual pupils carefully so that additional support can be provided when necessary to prevent pupils from falling behind. However, the school's analysis of the progress of different groups across the school lacks clarity. This limits the extent to which staff are being held to account for the progress pupils make in lessons.
- Leaders are in the process of drawing up plans to use the additional money from the primary school sports funding to increase participation. Plans include training for staff and a focus on gymnastics and dance.
- A representative from the local authority regularly visits the school to discuss progress and improvement with leaders, providing appropriate challenge.

■ The governance of the school:

- Governors know the strengths and weaknesses of the school because they regularly visit lessons and question the headteacher. They know how well the school’s overall results from national tests compare with the national averages. However, their knowledge about the progress of different groups of pupils currently in the school is less secure and as a result, their ability to ask searching questions has been impeded. Governors have undertaken an audit of skills and attended training to ensure that they keep their knowledge up to date. The required procedures for safeguarding children are followed and governors check up on these to ensure that all requirements are met. The school has suitable arrangements for managing the performance of staff and to make decisions about whether or not teachers should move up the salary scale. Governors maintain an overview of the effectiveness of the use of pupil premium funding. The school has a balanced budget and spending decisions are carefully considered.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils’ needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils’ needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school’s leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	126345
Local authority	Wiltshire
Inspection number	426824

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	76
Appropriate authority	The governing body
Chair	Anza Tyrone
Headteacher	Ursula Scott
Date of previous school inspection	2 December 2008
Telephone number	01666 577221
Fax number	01666 577221
Email address	admin@oaksey.wilts.sch.uk

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