

Jeavons Wood Primary School

Eastgate, Great Cambourne, CB23 6DZ

Inspection dates 29–30 April 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher and the senior leadership team have brought about rapid improvements through the establishment of robust systems and processes to improve pupil outcomes. Senior and middle leaders are highly focused on securing the best outcomes for pupils.
- Governors have a clear understanding of the strengths and weaknesses of the school and are highly effective in holding school leaders to account.
- Teaching is good and continuously improving. Teachers plan interesting lessons that engage pupils in their work. As a result pupils take ownership of their learning and make good progress.
- Pupils' attitudes to learning and behaviour are exemplary. They behave very well in lessons and around the school, and say that they feel very safe.
- Pupil's spiritual, moral, social and cultural development is good. Through the broad range of topics covered along with the school's caring and nurturing ethos, pupils gain a good understanding of right and wrong.
- Leadership and management of early years are good. Children have a positive, productive and enjoyable start to their education. As a result children achieve well and are ready to make good transition into Year 1.
- Pupils across the range of abilities make outstanding progress in reading. They read widely and often.
- The school's work in keeping pupils safe and secure is outstanding.

It is not yet an outstanding school because

- Teachers do not always provide pupils with enough guidance about how to improve their work. As a result pupils repeat their mistakes too often.
- Teachers give pupils too few chances to practise their writing skills in subjects other than English in depth.
- The systems to track interventions in particular for pupils with a disability or special educational needs are not yet fully developed.

Information about this inspection

- Inspectors observed pupils’ learning in 24 lessons or part of lessons. Inspectors made joint observations with senior leaders in three lessons.
- Meetings were held with senior leaders, a local authority representative, middle leaders and seven members of the governing body including the Chair of the Governing Body.
- Inspectors held meetings with groups of pupils from Key Stages 1 and 2 to discuss their work and their views about the school. Inspectors listened to children read, and observed them at play and at lunchtimes. Inspectors also talked to pupils in lessons.
- There were 96 responses to Ofsted’s online questionnaire, Parent View.
- Inspectors spoke to nine parents at the start of the school day.
- All members of staff were invited to complete a questionnaire; 39 responses were received and analysed by inspectors.
- The inspection team looked at a range of documentation, including samples of pupils’ work to evaluate their progress and the quality of teachers’ assessment and marking, progress and attainment data, the school’s development plan and self-evaluation plan safeguarding information, behaviour and attendance records and the governing body minutes.

Inspection team

Dellis Smith, Lead inspector

Seconded Inspector

Wendy Varney

Her Majesty’s Inspector

Zara Harrington

Additional Inspector

Full report

Information about this school

- Jeavons Wood Primary School is larger than the average-sized primary school.
- The proportion of pupils from minority ethnic groups and those who speak English as an additional language is below average.
- The proportion of disabled pupils is below average. The proportion of pupils with special educational needs is above average.
- The pupil premium funding (extra government funding for disadvantaged pupils who are eligible for free school meals or those that are looked after) supports just over a fifth of the pupils in the school. This is below the national average.
- Children in Reception attend full time.
- The school provides a breakfast club, after school club and a number of after-school activities.
- The 2014 results for mathematics at the end Key Stage 2 have not been published. This was investigated by the appropriate bodies. Inspectors are therefore unable to determine whether the government's floor targets, which set the minimum expectations for pupils' attainment and progress, were met in 2014 or not.
- The current headteacher has just been recently appointed but joined the school in November 2014.

What does the school need to do to improve further?

- Raise standards further, particularly in writing by:
 - making sure pupils are given the opportunity to write at length in subjects other than in English
 - making sure that all teachers provide specific feedback to pupils about how to improve their work.
- Improve the use of assessment information for pupils with disability and special educational needs so that the progress they make over time is tracked and monitored more robustly.

Inspection judgements

The leadership and management are good

- The exceptional leadership of the headteacher, who is well supported by the acting deputy headteacher, has ensured a strong staff team and a focus on high achievement. The school has made rapid improvements in all areas despite experiencing a challenging period of continuing staff changes. Members of staff share the headteacher's high expectations. Well-considered improvement plans and the subsequent effective actions have ensured improvements to the quality of teaching and learning and achievement.
- School leaders share a united determination to bring about improvement. They make regular checks on the quality of teaching and ensure that teachers, particularly those who are new to the profession, are provided with effective support and training.
- Middle leaders are developing their roles well, despite the short time some of them have been in post. They have been well supported by external experts in their field, to ensure they contribute effectively to school improvement. For example, middle leaders scrutinise work in books to ensure that agreed school policies are being followed and that pupils are making good progress.
- Pupils are prepared well for a life in modern Britain. Pupils learn to appreciate common British values through activities designed in the curriculum and through wider modelling of these values by all staff. For example, the school will carry out its own polling day on the same day as the general election to provide pupils with the experience of voting.
- Pupil's spiritual, moral, social and cultural development is good. Through a broad and balanced curriculum, assemblies and other activities adults successfully promote qualities such as empathy, kindness and respect for others. As a result pupils display highly positive attitudes towards learning.
- Staff do not tolerate discrimination and work to provide all pupils with equality of opportunity. This is evident in the way pupils who have English as an additional language are welcomed and supported. One pupil who recently started in Year 6 said, 'I love this school, everyone is so kind'.
- Pupil premium funding is used effectively to support eligible pupils. The additional funding is used to provide pupils with extra support, including the provision of staffing for individual pupils and small-group tuition. This is helping these pupils to make accelerated progress.
- The school's arrangements for safeguarding pupils meet statutory requirements. There are secure and robust systems for safeguarding pupils. Staff and visitors are properly vetted, and access to the school is carefully checked.
- The provision for disabled pupils and those with special educational needs is effective. They benefit from good teaching and guidance. Inspectors looked at assessment information provided by school leaders which shows that these pupils make good progress. The systems for recording achievement over time however are not yet fully developed.
- Leaders work hard to involve parents in their children's learning. Inspectors talked to parents and carers who are supportive of the school's work and they recognise and welcome the recent improvements that have been made. They commented on the visible presence of the headteacher around the school and her supportive approach when dealing with their concerns.
- The local authority has a good understanding of the school's effectiveness and has facilitated external input to support to the school. It has assisted the headteacher well in securing improvements to pupil outcomes as well as given support to develop the role of the English subject leader.
- The school makes good use of the additional primary sports fund. The impact of sport coaching and

specialist teaching has resulted in pupils' increased participation in sports and competitions. Teachers say that they are now more confident teaching physical education as a result of the coaching delivered by sports specialists.

■ The governance of the school:

- Governors provide highly effective support to the school. They are very committed and work alongside the leadership team to critically evaluate the impact of their actions. Governors receive regular reports from the headteacher and other leaders on teaching and learning, achievement and the curriculum. Several members of the governing body have expertise in education and visit the school regularly. As a result, they have a very good understanding of where further improvements are required, particularly in the quality of teaching within the school. Governors are well informed about what is done to reward good teaching and tackle underperformance.
- Governors carry out their statutory duties relating to safeguarding diligently. They have made sure that the appropriate policies and procedures are fully in place.
- Governors have an accurate overview of the school's finances. They were able to talk confidently to inspectors about how the school spends the pupil premium and the sports funding and the impact of this on pupil outcomes.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Jeavons Wood is a peaceful, harmonious school where pupils display highly positive attitudes to learning. The relationship between adults and pupils is good and as a result pupils respond well to advice, and are highly engaged and focused in lessons.
- The behaviour management systems are highly effective and followed by all staff. Pupils are clear about the rewards for good behaviour and sanctions that are in place. They come into lessons ready and eager to learn and settle quickly into their lessons. Pupils are very polite, respectful and helpful to each other. They are properly prepared for lessons, and display a readiness and eagerness to learn. This leads to pupils making good progress.
- The breakfast club provides a good start to the day for those who attend. Pupils are encouraged to develop independence through the organisation of the games and activities.
- Parents have no concerns about behaviour and agree that pupils are kept completely safe and are well looked after.

Safety

- The school leaders' work to keep pupils safe and secure is outstanding. Pupils are highly aware of how to keep themselves safe in many different situations.
- Pupils know what bullying is and say that incidents of bullying in school are very rare. Bullying is not tolerated. Pupils spoken to during this inspection are clear about whom to report incidents to and say that staff deal with incidents very quickly. They understand that words can offend and racist comments are not tolerated.
- Pupils feel very safe and learn about keeping safe through the curriculum and assemblies. They understand how to keep themselves safe when using the internet and on mobile devices.
- Pupils enjoy school and this is reflected in their attendance. School leaders have worked hard to improve the attendance of pupils and have put into place a number of measures to ensure that they attend school regularly. As a result, the figures for attendance have improved and are currently in line with the national average.

The quality of teaching is good

- The quality of teaching is consistently good which enables pupils to make good progress in lessons and over time. They display extremely good attitudes to learning and are encouraged to develop their independent skills. Teachers plan lessons that are engaging and the resources prepared are well matched to pupils' needs.
- Pupils are taught new mathematical skills effectively. Teachers have good subject knowledge and high expectations of what pupils can do. Through a range of stimulating tasks pupils are provided with a high degree of challenge. This includes the most-able who are provided with activities well matched to their needs. The work in pupils' books shows that pupils are developing a wide range of mathematical skills and have made good progress over time.
- The teaching of writing is effective. Teachers plan lessons that are stimulating and inspire pupils to want to write. Through skilful questioning pupils are challenged to make improvements to their work. They make good progress as a result. However, the scrutiny of books in subjects other than English shows that pupils are not always given the opportunity to write at length in different contexts.
- The teaching of reading is good. Through highly structured lessons, and wide range of other activities, teachers use every opportunity to encourage pupils to read and develop a good understanding of comprehension. As a result, pupils read widely and often, and make outstanding progress in reading across the school. The teaching of phonics is also good. Younger readers, who read to the inspector, used their knowledge of phonics (the sounds letters represent) to work out unfamiliar words.
- The scrutiny of pupils' books during this inspection show that teachers mark work regularly. They sometimes provide advice about how pupils can further improve their work. However, in some year groups this does not happen regularly enough for pupils to learn from the mistakes that they have made. As a result, pupils too often continue to make the same errors.
- The most able pupils receive work that challenges them and meets their needs well. Consequently, they enjoy their learning and make good progress.
- Teaching assistants make a valuable contribution to the quality of teaching and learning. They provide good support for pupils who need additional help such as those with special educational needs. This is often in small groups or on a one-to-one basis helping to ensure pupils with special needs learn well.

The achievement of pupils is good

- Achievement is good. Pupils make good progress in reading, writing and mathematics at Key Stage 1 and in reading at Key Stage 2.
- In 2014, the proportion of pupils attaining the expected level in reading, writing and mathematics at the end of Key Stage 1 was significantly higher than the national average. The proportion achieving National Curriculum Level 3 in these subjects was also significantly above the national average.
- At the end of Key Stage 2, the proportion of pupils achieving the expected level in reading was significantly higher than the national average. The proportion of pupils achieving a higher National Curriculum Level 5 in reading was also higher than the national average. Achievement in writing, however, was well below the national average. School leaders are aware of this and have taken effective action to ensure that writing outcomes are now much improved, including for the most able. From the scrutiny of pupils' books during this inspection, and analysis of the school's own data, pupils currently in Year 6 are on track for improved results. The 2014 end of Key Stage results for mathematics were not published.
- In 2014, disadvantaged pupils attained the same as other pupils nationally and were just behind their peers in school in reading. In writing, disadvantaged pupils were more than a year behind other pupils nationally and their peers in school. School leaders recognise this and actions taken to address this includes having an additional teacher to provide extra tuition for this group. Current school data shows

that the gap is closing, and that disadvantaged pupils are making good progress and are on track for improved results in reading, writing and mathematics.

- Teaching of phonics (the sounds that letters represent) is good throughout the school. As a result, pupils achieved well in the Year 1 phonics screening check. The proportion of pupils reaching the expected standard in 2014 was above the national average. Those who do not reach the required standard in Year 1 do so by the end of Year 2.
- Disabled pupils and those who have special educational needs make good progress. Clear identification of their needs ensure that the support that they are given is effective. As a result they achieve well in lessons.

The early years provision

is good

- The leadership and management of the early years is good. This is because teachers use the information gathered from assessment well to plan for what children need to learn next in order to improve. Information gathered from home visits contributes to the initial assessment of learning. There is good communication between parents and carers who are kept suitably informed of the child's progress.
- Children start Reception with basic skills typically below for their age with children's writing, and communication and language skills being much less developed. The setting's warm, secure and well-resourced environment support children's learning well. As a result of good teaching they make good progress from their starting points.
- The early years outdoor provision is purposeful and provides a range of worthwhile learning opportunities for children to develop their physical, social and emotional skills as well as their writing and mathematical skills. The records of assessments and 'Learning Journeys' show how well children are developing their writing skills and understanding of numbers.
- The proportion children who achieve a good level of development by the end of the Reception Year is above the national average. Information from current assessment shows that children are on track for improved results. This prepares them well for the next phase of their education.
- The quality of teaching is consistently good. Teachers plan activities that are matched to children's needs. Highly effective questioning encourage children to make improvements to their work. Children are eager to show their work. Inspectors observed children working independently on a range of well planned activities focused on developing communication and language and writing. When writing about their visit to the zoo one child wrote independently 'I went to the zoo'. The child then talked about the list of animals he was going to draw and write about.
- All staff ensure that children are extremely well cared for and are kept safe. The relationship between adults and children is good. Children display highly positive attitudes towards learning. They are extremely well behaved and able to remain focused on their work for sustained periods of time.

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	135817
Local authority	Cambridgeshire
Inspection number	461650

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	381
Appropriate authority	The local authority
Chair	Clive Dalton
Headteacher	Sue Wright
Date of previous school inspection	12 May 2011
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