

# Inspection of Oaksey CofE Primary School

The Street, Oaksey, Malmesbury, Wiltshire SN16 9TG

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Inspection dates: 27 and 28 September 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

This is a happy and inclusive school. The school's values, such as respect, perseverance and friendship, are at the forefront of its work. Pupils understand what staff expect of them. They respond positively. There is a purposeful buzz of learning throughout the school.

Pupils are proud to be members of the school. They are polite, sociable and friendly. Pupils have consistently positive attitudes to learning.

Pastoral support is strong. Staff form caring and supportive relationships with pupils. Older pupils act as buddies and 'stay safe' mentors. Bullying is not tolerated. Pupils know there is always someone to turn to if they have any worries. They feel safe because adults look after them and help them to resolve problems.

Pupils thoroughly enjoy all that is on offer at the school. For example, they take part in residential trips and visit local natural habitats. The school helps pupils to develop their interests and talents. They enjoy gardening, cookery and archery. Some learn a musical instrument, such as the ocarina or guitar.

Parents' views are overwhelmingly positive. They typically comment on the strong sense of community, dedicated staff and support for pupils with additional needs.

## **What does the school do well and what does it need to do better?**

The school has designed a broad and rich curriculum that is well-sequenced and ambitious. The school has identified the knowledge, skills and vocabulary it expects pupils to learn.

The school prioritises reading. Pupils are inspired to develop a love of reading through the provision of high-quality reading materials. Pupils love listening when adults read to them. The new phonics programme has had a striking impact. Children learn to read as soon as they start school. Pupils regularly practise phonics, which helps them to become fluent readers. Pupils who find reading difficult are provided with extra practice. This improves their confidence and accuracy. Pupils develop their comprehension and vocabulary.

The school has improved the curriculum in several subjects. Teachers provide clear explanations and show pupils what they expect them to do. In the strongest curriculums, teaching regularly checks how well pupils are learning and helps to move their learning on. For example, in mathematics, pupils now have more regular opportunities to develop their reasoning skills. This is improving their fluency and ability to solve problems.

The implementation of the curriculum is at an early stage in some subjects. Assessment is still being developed in some areas. This means that teaching does

not always identify when pupils have gaps in their knowledge. This hinders pupils from building the deep knowledge they need to prepare them for what comes next.

The school works closely with parents and specialists to meet the needs of pupils with special educational needs and/or disabilities (SEND). The school provides extra teaching and pastoral support when pupils need it, so that they can learn the same curriculum as their peers.

Pupils enjoy and become thoroughly immersed in their learning. For example, key stage 1 pupils enjoy choosing leaves to draw when learning outdoors. Children in the early years learn to ride bikes. They explore and are fascinated to observe the speed of toy cars travelling down a tube.

Low-level disruption is rare because pupils know what is expected of them. The school supports pupils who find it difficult to recognise and manage their emotions. For instance, pupils are encouraged to share worries with the 'worry monster'. This is having a positive impact. Pupils persevere with their learning.

The school supports pupils' personal development well. For example, pupils learn to budget and raise money for causes that matter to them. Pupils learn from visits and guest speakers about different beliefs and religions. Pupils take on positions of responsibility, such as lunchtime helpers. They contribute ideas for school improvement when they are elected as 'agents of change'. This helps them to understand their roles as citizens.

The school is well supported by the local authority, governors and a hub of local schools. The school is developing the rigour of its checks on the quality of education. It does not yet have precise knowledge of the impact of the curriculum in all subjects. The school ensures staff are well supported to manage their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- In some subjects, teaching does not routinely identify when pupils have gaps in their knowledge or are ready to move on. This hinders how well pupils learn. The school must refine assessment, and adapt the curriculum when required, so that pupils are well supported to know and remember more.
- The school's checks on the quality of education are not sufficiently well-developed. This means the school does not have a secure oversight of the impact of the curriculum on pupils' learning. The school must ensure sharply focused checks consider the impact of the curriculum on pupils' learning.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	126345
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10288164
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	82
<b>Appropriate authority</b>	Local authority
<b>Chair of governing body</b>	Sarah Greenhill and Di Mashiter
<b>Headteacher</b>	Denise Bray
<b>Website</b>	<a href="http://www.oaksey.wilts.sch.uk">www.oaksey.wilts.sch.uk</a>
<b>Date of previous inspection</b>	25 January 2018, under section 8 of the Education Act 2005

## Information about this school

- A new headteacher has been appointed since the last inspection.
- The school is within the Diocese of Bristol. The school's last Statutory Inspection of Anglican and Methodist Schools (SIAMS) was in March 2019, when this aspect of the school's work was graded good. The next SIAMS inspection is due by 2027.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors held several meetings with the headteacher. They also met with the special educational needs coordinator and the early years leader.

- The lead inspector held a meeting with a group of governors. They also held an online meeting with two representatives from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and art. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- An inspector also discussed the curriculum in history and writing, and reviewed a sample of pupils' books.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour at various times of the day, including their arrival at school, breaktime and lunchtime.
- Inspectors spoke to pupils, staff and parents to gather their views. They reviewed 27 responses to the online survey, Ofsted Parent View, along with free-text comments. They also took account of the responses to the staff survey.

### **Inspection team**

Catherine Beeks, lead inspector

Ofsted Inspector

Tonwen Empson

Ofsted Inspector

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