

# Inspection of Oakley Church of England Combined School

Worminghall Road, Oakley, Aylesbury, Buckinghamshire HP18 9QY

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Inspection dates:	19 and 20 November 2024
The quality of education	<b>Requires improvement</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

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

Pupils show the school's values of love, honesty and respect very well. They are thoughtful and polite. Pupils are happy and positive learners. They have trusted adults they can go to if they have any worries. Pupils of all backgrounds are welcomed with open arms by everyone.

Academic achievement has been declining in recent years. This is reflected in published results. Pupils have not been learning the key knowledge and skills across the curriculum that they should. Sometimes teachers have not had high enough expectations of what pupils could achieve. The school is taking appropriate and effective action to address this.

Pupils want to make a difference to others. They take the opportunity to apply for and carry out leadership roles, such as 'well-being ambassadors', house captains and school councillors. Most of these roles of responsibility are reserved for older pupils which creates a genuine sense of admiration and respect from younger children within the school. The character and camaraderie demonstrated by older pupils is very strong. Parents and carers are largely positive about the school. They acknowledge the challenges the school has faced recently but appreciate the steadfast care and support given to the pupils.

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

The school has had a number of key staff changes since the last inspection. It has worked well with external agencies to understand the main challenges and priorities. The school has an accurate understanding of its strengths and weaknesses. The issues affecting the quality of education have started to be addressed effectively but there is still some way to go. As a result, some gaps in pupils' learning remain.

The school's curriculum has recently been transformed. It sets out the knowledge and skills pupils need to learn clearly in all subjects. The school acknowledges further work is needed to ensure that pupils achieve well in mixed-age classes. Some of the learning tasks across the curriculum do not meet the needs of the pupils. For some pupils they are too challenging, while for others they are too simple. Staff have secure subject knowledge. Processes for checking how well pupils learn key knowledge are strong in English and mathematics. However, in other subjects they are in their infancy. As a result, at times teachers do not know how well pupils are learning the intended curriculum. This means that sometimes gaps in pupils' learning are not addressed effectively.

In the Reception Year, children make a good start to school life. The curriculum is well designed. Children learn early reading and mathematics well, as well as building strong foundations for friendships that last. Children leave the early years ready for Year 1.

The school prioritises reading. The welcoming library helps to promote the love of reading. Staff use every opportunity to check that children remember the phonics they are learning. Typically, staff model individual sounds precisely. The books that pupils read across the school are well matched to their reading ability. Pupils who have fallen behind

quickly gain the knowledge and skills they need to become confident, fluent readers. This helps generate a love of reading through the school.

The school identifies pupils with special educational needs and/or disabilities (SEND) well. Staff typically set clear, specific targets for pupils with SEND and plan activities that help pupils work towards achieving these targets. This enables them to follow the same curriculum as their peers. Where individual support is needed, this is delivered with care and patience.

Pupils rise to meet the school's high expectations for behaviour. Pupils are clear that respect for others is important. They are positive about how they are cared for and extend this to others. Pupils enjoy their social times. They get along well together at playtimes, when they enjoy the games and activities on offer in the well-resourced grounds. Pupils' attendance is strong. Where pupils need more support to improve their attendance, the school liaises effectively with families to make this happen.

The school delivers a well-thought-through personal development programme. This includes a wide range of extra-curricular clubs that allow pupils to explore their talents and interests. Residential trips and effective use of additional sports funding enables pupils to experience different pursuits, such as more adventurous water sports or performing at renowned national venues.

The school is well led and managed. Staff appreciate the thought the school puts into understanding their workload and well-being. The governors fulfil their statutory duties effectively. They know what needs to be done and have the skills to support the school to improve the quality of education.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- The implementation of the new curriculum in many subjects is not as effective as the school wants it to be, including in English and mathematics. As a result, some pupils are not progressing as well as they should through the school's curriculum. The school should build on the work that they have already done to ensure that teachers develop pupils' knowledge effectively in all subjects.
- Processes to check the impact of the curriculum in science and the foundation subjects are not well established. As result, teachers do not know what pupils have learned in these subjects and where gaps in pupils' knowledge exist. The school needs to ensure that teachers check what pupils have learned in science and the foundation subjects so that they know what they need to revisit.

## 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>	110448
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10341302
<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>	93
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Tim Kourdi
<b>Headteacher</b>	Helen Maskell
<b>Website</b>	<a href="http://www.oakleycecombined.co.uk">www.oakleycecombined.co.uk</a>
<b>Date of previous inspection</b>	25 June 2019, under section 8 of the Education Act 2005

## Information about this school

- The school is located in the Diocese of Oxford. Its last Statutory Inspection of Anglican and Methodist Schools (SIAMS) took place in October 2019. The school's next SIAMS inspection will be carried out within eight years of the previous SIAMS inspection.
- The headteacher started in role in September 2023.
- The school currently uses no alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school has 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.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- Inspectors met with the headteacher and other leaders within the school. The lead inspector also met with the chair of the governing board, and educational representatives of the local authority and diocese.
- 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.
- The inspectors reviewed a range of the school's documentation including self-evaluation reports, minutes of governing body meetings and behaviour incident logs.
- The inspectors considered the views of parents shared through Ofsted Parent View and an inspector also spoke with parents on the first day of the inspection.
- The views of staff were gathered through interviews and discussions conducted throughout the inspection, as well as the staff survey.
- Inspectors gathered pupils' views throughout the inspection, including through the classroom visits, group discussions, as well as at playtime and lunchtime.

## **Inspection team**

Chris Parker, lead inspector

His Majesty's Inspector

Gemma Piper

Ofsted Inspector

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