

# Oaksey CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	126345
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	315507
<b>Inspection date</b>	2 December 2008
<b>Reporting inspector</b>	Richard Blackmore

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	89
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kerry Doyle
<b>Headteacher</b>	Ursula Scott
<b>Date of previous school inspection</b>	18 April 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	The Street Oaksey Malmesbury SN16 9TG
<b>Telephone number</b>	01666 577221
<b>Fax number</b>	01666577221

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Most pupils in this small school are from White British backgrounds. A few pupils from minority ethnic backgrounds are at an early stage of learning English. The percentage of pupils with learning difficulties and/or disabilities is below average. These pupils' needs are varied. They include specific learning difficulties and a small number have complex needs. The school's Early Years Foundation Stage (EYFS) provides for four- and five-year-old children, taught in a Reception class. The school has gained the Bristol Standard Quality Mark for Early Years and Investor in People Award.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school. It enables all pupils to achieve well. Pupils leave at the end of Year 6 as well-rounded individuals, well equipped with skills and qualities to face their next challenges. The school has a welcoming, family atmosphere in which pupils feel wholly at ease. Pupils are articulate and confident, and are exceptionally appreciative of all that the school offers. Parents are also overwhelmingly positive in their responses, reflected in the comment made by one parent, 'My child enjoys school so much that her pace quickens as she approaches it every morning.'

When children start at the school their attainment covers a wide spectrum of ability and is broadly at the level expected overall. Children in the EYFS get off to a good start and quickly develop a love of school and learning. They develop warm relationships with one another and with adults, helping them to make good progress. By the end of Year 6, standards are above average, although a little lower in writing. Much of pupils' good progress is due to strengths in effective teaching, the good curriculum and the real contribution pupils make to the school. Teaching pushes learning on at a speedy rate for pupils of all abilities. A good emphasis is placed on teaching and using basic skills in English and mathematics. There is also an extensive range of clubs providing opportunities for pupils to develop skills in areas such as basketball, athletics and design and technology. The school is continuing its drive to improve standards with an ongoing focus on pupils' rates of progress through the use of effective tracking systems. The curriculum is broad and interesting, and meets the needs of all learners. There are missed opportunities, however, for pupils to practise skills developed in one subject in other curriculum areas. In particular, there are not enough opportunities for writing in different subjects.

Pupils' spiritual, moral, social and cultural development is good because staff emphasise the importance of reflecting on the lives of others through thought-provoking assemblies. Pupils have a genuine voice in the life of the school that builds up their confidence and self-esteem and leads to their outstanding enjoyment of school. Pupils' sense of citizenship is reinforced by being involved in activities in the local church. Pupils have a keen sense of right and wrong and, whether in lessons or in the play areas, treat each other well and look out for each other. They enjoy having responsibilities around the school, such as tending the year group gardens, and develop a strong sense of social responsibility. They make important and much appreciated contributions to both the school and local community, including hassock making for the local church. Pupils have a good understanding of how to stay fit and importantly they practise what is needed to follow healthy lives.

The school's recognition of each pupil's individuality is reflected in very strong pastoral care and this positively impacts on pupils' personal development. Pupils confidently approach staff to express any worries they may have and feel assured that these will be promptly addressed. Pupils' well-being and welfare are promoted well and the school's Christian ethos gives tremendous support to this. Pupils know their academic targets but guidance in lessons on how to meet these targets is not always clear. Arrangements for safeguarding pupils meet requirements. School leaders have had particular success in creating an attractive, well-equipped learning environment that is exciting and stimulating for the pupils. They have ensured that pupils benefit from a practical curriculum that fires their interest and broadens their horizons. However, leaders at all levels are not sufficiently active in analysing data and observing lessons to evaluate the impact of provision, particularly teaching, on pupils' progress. The school recognises that monitoring in this way needs development if it is to become even more

successful. Even so, the current good provision shows that the school has good capacity to improve further.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Provision for children's learning and development in the EYFS is good and their welfare is promoted well. Consequently, children play and behave well, individually and in groups, undertaking activities with enthusiasm. Good teaching and a well-planned and exciting curriculum ensure that children quickly gain confidence and learn from a rich range of first-hand experiences. Children achieve well, so that by the end of their Reception Year they have attained a consistently good level of development across all the areas of their learning. Almost all are working at least at the level expected for their age. The emphasis on learning through purposeful play and well-targeted activities effectively develops children's knowledge and understanding of sounds and shapes. As a result, they make particularly good gains in early reading and mathematical skills. The outdoor area is used well by staff to promote physical development but it is not always accessible.

### **What the school should do to improve further**

- Improve opportunities for pupils to use and develop their writing skills through subjects other than English.
- Ensure that pupils are given clear guidance in lessons on how to improve their work and reach their targets.
- Increase the involvement of all leaders in analysing data and observing lessons to evaluate the effectiveness of provision.

## **Achievement and standards**

### **Grade: 2**

Pupils in Years 1 to 6 build well on the good start made in the EYFS and all groups of pupils, including those with learning difficulties and/or disabilities, make good progress. Although there is some variation in standards from year to year, reflecting the natural variations in ability found in small year groups of pupils, overall standards are above average by the end of Year 6. In order to set the bar of expectation for pupils' progress even higher, the school has accurately identified the need to increase its checks on how well pupils' progress is being promoted towards their targets. Standards in writing are weaker than those in other subjects. Pupils have not all done as well as they should in writing because they have not had enough opportunities to develop extended writing skills through quality writing across the curriculum.

## **Personal development and well-being**

### **Grade: 2**

Pupils develop many good personal attributes. They are attentive in lessons and they work with effort and concentration. They enjoy school tremendously, not least because, as one pupil explained, 'Learning is fun'. Pupils are keen to take on responsibilities, including being members of the school council and making real changes, for example in improving the quality and safety of the school environment. They are particularly and rightly proud of their contribution to the Oaksey Village News. Pupils have a good awareness of keeping safe, fit and healthy. They know who can help if they have a problem. Pupils' strong contribution to the local community shows that they are more than ready and able to contribute even more widely. While they know a lot

about the lives of people in the local community, their awareness of the lives and cultures of people from around the world is less well developed.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers help to build pupils' confidence by giving them many opportunities to develop their speaking and listening skills. Good questioning helps to draw out more detailed answers as pupils are encouraged to explain their thinking. This emphasis on oral communication in lessons contributes well to the development of knowledge and understanding in many subjects as pupils explain ideas. Lessons generally are well planned and resources develop interest and excitement. Because learning is made interesting, pupils' attitudes to work and their behaviour are impressive. There is not enough guidance in lessons, however, to tell pupils how they can reach their individual targets.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is carefully structured to build on what pupils already know and helps pupils to enjoy lessons. There is good enrichment of daily lessons through a range of visits, visitors and 'themed events'. On 'science day', for example, pupils were involved in practical activities that taught them about how rockets are launched, and this instilled a real interest and enthusiasm for the topic. Subject coverage is good, including strong attention to computer work, physical education and modern foreign languages. However, there are too few ways to ensure pupils' writing is developed across all subjects and embedded in curriculum projects.

### **Care, guidance and support**

#### **Grade: 2**

Pastoral care is very strong and positively impacts on pupils' personal development. Pupils confidently approach staff to express any worries they may have and feel assured that these will be promptly addressed. The welfare of pupils is a high priority and staff awareness of the social, academic and personal needs of pupils is good. This helps pupils feel safe and valued. The school has well-developed links with external agencies to help it meet the needs of vulnerable pupils. Parents of pupils who have joined the school recently particularly appreciate the induction arrangements. For example, one parent commented, 'We moved here recently and we are delighted with the school.' However, individual targets resulting from the school's good assessment system are underused to fully challenge pupils consistently in all lessons.

## **Leadership and management**

#### **Grade: 2**

The headteacher provides strong and effective leadership. As such, the commitment to improvement and achieving the school's aims is a shared one. School leaders have secured improvements through a good understanding of the school's strengths and weaknesses that involves governors who provide a good level of challenge and support. Ideas for development are well considered and staff are clear about what needs to be improved and why. However,

monitoring does not always link an evaluation of the impact of provision, particularly teaching, to outcomes in pupils' progress. Subject leaders are not sufficiently involved in checking the effectiveness of provision. Nonetheless, the school has good capacity to improve further as shown by the many strengths on which it is eager to build further.

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**Annex A**

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B**

**Text from letter to pupils explaining the findings of the inspection**

3 December 2008

Dear Pupils

Inspection of Oaksey Church of England Primary School, Malmesbury, SN16 9TG

Dear Pupils

Thank you for helping us when we visited your school. We enjoyed talking with you and you all helped us get to know your school really quickly. Your school gives you a good education. It helps you make good progress because the teaching and curriculum are good.

I really enjoyed your assembly and was impressed with your singing and playing of a variety of instruments. Your behaviour is good – well done! Your attendance is good. You told us how much you enjoy learning and the range of clubs on offer, many of which help you keep fit and healthy. Your knowledge of healthy eating is good. You also have a good awareness of how to stay safe. You play an important role in organising the school through your elected school council and the jobs you do to help each other in the school.

We have asked the adults to do three things to make the school even better. First, we have asked them to provide more opportunities for you to develop your writing skills in different subjects. Second, we have asked the staff to make sure that your targets are used in lessons so you know clearly how to improve your work. You can help too by letting teachers know if you do not understand what you need to do. Third, we have asked the teachers to keep a close eye on how well they are helping you to learn.

We enjoyed our visit to your school.

Best wishes for the future.

Yours faithfully Richard Blackmore Lead inspector