

# Oakington CofE VA Primary School

Water Lane, Oakington, Cambridge, CB24 3AL

## Inspection dates

16–17 October 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- This is an improving school. The headteacher, other leaders and governors have had a positive impact on improving teaching and raising achievement.
- Pupils' spiritual, moral, social and cultural development is promoted extremely well.
- The behaviour of pupils is outstanding. Pupils have a thirst for learning. They are kind and helpful to one another and to adults.
- The school keeps pupils extremely safe and ensures that they understand how to stay safe.
- Consistently good teaching helps pupils to achieve well and reach above-average standards.
- Teachers make learning enjoyable for pupils and engage them well through imaginative approaches.
- In 2014, Year 6 pupils made outstanding progress in mathematics and almost a third of them reached the highest levels of attainment.
- Children get off to a good start in the early years. They settle quickly and make good progress.

### It is not yet an outstanding school because

- Expectations of the quality and quantity of writing and the presentation of pupils' work are not consistently high across the school.
- Not all marking helps pupils to improve their work.
- Information on pupils' performance is not easy for leaders to analyse because of the way it is electronically stored and presented.

### Information about this inspection

- The inspector observed 11 lessons or parts of lessons, all jointly with the headteacher.
- The inspector heard pupils read and, with the headteacher, looked at samples of pupils' work.
- The inspector looked at a wide range of school documents, including development plans, policies, self-evaluation reports, monitoring files, safeguarding and subject materials, evidence of the school's partnership work and information for families.
- Meetings were held with a group of pupils chosen at random. Discussions were held with senior leaders, subject leaders, teachers and other staff, the Chair of the Governing Body and a former Chair, and a representative from the local authority.
- There were insufficient responses to the online questionnaire, Parent View. The inspector consulted the school's own survey of parents and also spoke informally to parents.
- During the inspection, three of the five classes were involved in a Romans 'living history' day that took place in the atrium.

### Inspection team

Nick Butt, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- Early years provision is full time in a mixed Reception and Year 1 class. Only Year 6 pupils are taught in a single-aged class.
- Most pupils are White British. Just over one sixth of pupils are from a range of minority ethnic groups, which is below average. One in ten of the pupils speak English as an additional language, which is also below average.
- Over one tenth of the pupils are supported by the pupil premium (additional funding which in this school supports pupils known to be eligible for free school meals). This is below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action, at over one tenth, is broadly average. The proportion of pupils supported at school action plus or with a statement of special educational needs, less than one tenth, is also average.
- The school meets the current government floor standards for 2014, which set the minimum expectations for pupils' progress and attainment by the end of Key Stage 2.
- The school runs an after-school club.

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

- Move teaching to outstanding by making sure that:
  - all teachers have the same high expectations of the quality and quantity of writing and the presentation of pupils' work
  - marking is consistently effective in helping pupils to improve their work.
- Refine how information about pupils' performance is stored and presented so that it is easily accessible for school leaders and governors to analyse.

## Inspection judgements

### The leadership and management are good

- The headteacher is passionate about giving each and every pupil the best education she can. Her boundless energy drives improvement. She has built a strong and dedicated team who know the pupils as individuals. Several parents commented how well the school had picked up their child's particular needs and how happy they were at Oakington.
- The headteacher leads by example and chooses to teach regularly. Leadership of teaching is strong across the school. The school is successful in helping newly qualified teachers to improve their practice rapidly. Staff are very willing to share ideas and resources with one another. All teachers are held accountable through challenging targets for the management of their performance and meetings to discuss the progress pupils have made.
- Subject and other leaders are effective and play a full part in assessing the school's performance and in writing plans to improve it further. Through regular checks on the quality of teaching, these leaders ensure that their areas develop well.
- While systems for storing and presenting information about pupils' progress help the headteacher and other leaders to form an accurate view about how well different pupils are doing, some of these are rather unwieldy. Data in electronic form is not pared down in such a way that leaders and governors can see the big picture about pupils' performance.
- The pupil premium is used effectively to ensure that there are no gaps in attainment between disadvantaged pupils and the others in the school. The funding is spent on individual and small-group support and in giving eligible pupils opportunities to participate fully in trips and other activities.
- The quality of the range of subjects taught is effective and supports pupils in achieving well. For example, during the inspection, Key Stage 2 pupils dressed up as Romans and gained a unique insight into life in Roman times by crushing olives to make oil for lighting lamps, creating mosaics and drinking from silver goblets while reclining at a feast.
- The school promotes pupils' spiritual, moral, social and cultural awareness extremely well. Their spiritual development is outstanding. The school is a calm and harmonious place to work, enhanced by features such as the 'reflection area', which emphasises the school's religious values. All pupils are given every opportunity to succeed and the school fosters good relations with parents and other groups. Leaders ensure that there is no discrimination. Pupils are prepared well for life in modern Britain.
- The primary physical education and sport premium is being used effectively to pay for specialist teachers to work alongside teachers; for example, in teaching gymnastics. The school belongs to a local sports partnership which arranges competitions and additional training. It also funds a lunchtime club run by a professional football club. More pupils are taking part in sport and teachers are more confident in teaching physical education.
- Parents are supportive of the school, and they welcome the care their children receive. They take a keen interest in their children's education.
- The local authority provides support as requested but considers the school one that is able to sustain itself.
- The school's arrangements for safeguarding pupils meet statutory requirements and are effective in keeping pupils safe. All training is up to date, and policies and procedures comply with requirements.
- **The governance of the school:**
  - Governors are effective and draw on a wide range of skills to support the school. They visit regularly

and know about the performance data that tells them how well pupils are doing. They understand about the quality of teaching and how the school is rewarding good teaching and tackling any underperformance. For example, they are making teachers' pay rises dependent on their pupils making good progress. Governors are involved in setting priorities for the management of the headteacher's performance and keep an eye on how other staff are doing in relation to their targets for improvement. Governors hold the headteacher and other leaders to account for the school's performance and reflect upon ways they can become even more effective.

## **The behaviour and safety of pupils** are outstanding

### **Behaviour**

- The behaviour of pupils is outstanding. Pupils have very positive attitudes to learning. They have a thirst for knowledge and apply themselves extremely well to their tasks.
- Pupils are courteous and considerate. Their behaviour reflects the school's strongly held values and beliefs. During the inspection, the value being highlighted was 'compassion' and pupils developed a very good understanding of empathising with the needs of others less fortunate than themselves.
- Pupils take on a wide variety of responsibilities as house captains, play leaders and members of the school, sports and eco councils and 'bike-it' crew. They read with younger pupils. The older pupils are excellent role models.
- Pupils benefit from the relaxed and engaging atmosphere of the after-school club, where pupils of all ages socialise well together. The club is well run and ensures that pupils have a positive ending to their school day.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding. Pupils say how very safe they feel in school, a view shared by their parents. They say bullying is not a problem.
- The school records show that there are very few incidents of bullying, and none of racism. Pupils know all about different forms of bullying such as cyber-bullying. They know how to keep themselves safe in school and out and about. There is a thriving 'bike-it' club that ensures pupils stay safe when cycling.
- The school fully involves pupils in assessing risks and keeping everybody as safe as possible. They do this, for example, prior to going on an educational visit.
- Attendance has improved considerably since the previous inspection. It is now well above average. Incentives such as the 'early bird cup' promote good punctuality. Each morning the ringing of the Victorian school bell still hastens pupils on their way to school, as it has done for generations before them.

## **The quality of teaching** is good

- Children settle quickly into the early years and enjoy working alongside their Year 1 classmates. They have the opportunity to explore all areas of learning, both in the classroom and outside.
- Teachers make clear to pupils what they are going to learn and explain new concepts in ways they can understand. For example, the teacher told Key Stage 1 pupils that even numbers 'have a friend' and odd numbers are always left 'without a friend' when the units are counted out.
- Teachers find creative ways to reinforce learning. For example, pupils in Years 3 and 4 used the playground to chalk out the properties of two-dimensional shapes. Year 6 pupils made up songs to explain the difference between types of triangle.
- Teachers use questioning well to probe pupils' understanding, such as when coming up with the features

of a diary entry. The teaching of literacy and reading is good. Pupils read widely and understand well what they have read. Younger pupils can sound out unknown words effectively using their knowledge of phonics (letters and the sounds they make).

- Mathematics is taught well. A focus on calculation means pupils are adept at choosing the most efficient method to solve problems.
- Pupils have regular opportunities to write in different subjects. Occasionally, they do not write as well as they could and their work is not as neat as it should be. This is because teachers' expectations are not always high enough about the quality and quantity of work that pupils' should complete.
- Teachers make sure that work is set at the right level for pupils and give them choices about how they can challenge themselves to do even more demanding tasks. Often pupils are given helpful feedback about their work and how to improve it, although this is not consistently effective in every class.

### **The achievement of pupils** is good

- Children join Reception with skills that are fairly typical for their age but below in language and communication. They make good progress in the Reception Year and reach a good level of development.
- In 2014, in the national phonics screening check, the proportion of Year 1 pupils reaching the required standard was above average for the second year running. Pupils achieve well in mastering phonics because it is well taught and they take an active part in learning about sounds. For example, children became 'sound detectives' to find words with the sound 'r' in them that had been hidden.
- Pupils make good progress in Key Stage 1. In 2014, standards for Year 2 pupils were above average in reading, writing and mathematics and similar to those in 2013. An above average proportion of pupils reached the higher Level 3 in each subject.
- Year 6 pupils in 2014 made outstanding progress in reading and mathematics. Standards in national tests were high, especially in mathematics, where almost a third of pupils attained the highest Level 6. The proportion of pupils making good or better progress in Year 6 compared favourably with the national picture, especially in mathematics.
- In other year groups, progress is not quite so rapid. While progress is generally good, there are some variations between year groups. In particular, teachers' expectations of writing are uneven. Some pupils are not writing as much as they could and in some classes presentation of work is rather untidy.
- Disabled pupils and those who have special educational needs make the same good progress as other pupils. Their needs are identified carefully and good support is provided for them by well-qualified teaching assistants.
- Those pupils who speak English as an additional language achieve well because they are fully included in activities and given help with new vocabulary and how to speak English correctly.
- There were too few pupils eligible for the pupil premium in Year 6 in 2014 to comment on their attainment without identifying them. Across the school, those pupils eligible for the pupil premium make good progress from their different starting points. This is because they receive support that is well tailored to their needs.
- The most-able pupils mainly go on to reach the highest levels of attainment at Key Stage 1 and Key Stage 2 because teachers plan challenging work for them to do throughout each lesson. This means they seldom grow bored and are able to tackle their demanding work with enthusiasm.

### **The early years provision** is good

- Children enjoy a wide range of memorable experiences that help them to achieve well. They regularly visit local woods and use the school's own nature reserve as part of their focus on outdoor learning.
- There is a good focus on developing children's early literacy and reading skills. Children especially enjoy the opportunities to become 'sound detectives'.
- Children's behaviour is outstanding. They play cooperatively and take turns. Good teaching means that they work with sustained concentration because the activities interest them. Just occasionally, tasks do not promote learning as rigorously as they could. This happens when activities are not adapted to build in opportunities for children to apply new skills, such as recognising different shapes.
- The early years is led and managed well. Staff work well together and keep careful records of children's achievements. They ensure that the specific learning needs of all the children are well met. Parents are fully involved and given helpful information about how their children are doing.

## 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

<b>Unique reference number</b>	110833
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	448408

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	125
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Edmund Buss
<b>Headteacher</b>	Sally Daggianti
<b>Date of previous school inspection</b>	18 May 2010
<b>Telephone number</b>	01223 232328
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