

Inspection of Oakridge Parochial School

Oakridge Lynch, Stroud, Gloucestershire GL6 7NR

Inspection date: 20 October 2022

Outcome

Oakridge Parochial School continues to be a good school.

What is it like to attend this school?

Oakridge Parochial School is a happy community. Pupils thrive in the nurturing environment. Teachers have high expectations for all pupils' learning and behaviour. Pupils rise to these expectations. They achieve well and want to be successful. Pupils show positive attitudes to their learning. They behave well in class and around the school. They work and play well together and encourage and support each other.

Pupils enjoy a wide range of experiences that enhance their broader development. For example, they were very enthusiastic about meeting the author Rob Biddulph at the Cheltenham Literary Festival. Pupils describe themselves as 'creative' and 'artistic' and love outdoor learning. They actively contribute to the life of the school as members of the school council.

Bullying is rare. Pupils say they know adults will sort out bullying if it happens. Parents agree that their children are safe. Parents are overwhelmingly positive about the work of the school. One parent commented, 'Staff know their pupils well and tailor the learning to them as individuals.' Pupils are keen to recommend their school to other families. One described Oakridge as 'a hidden gem'.

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

Leaders have an accurate understanding of the school's strengths and areas to develop further. There is a strong focus on providing a rich and ambitious curriculum for pupils right from the start.

In recent years, leaders have redeveloped the curriculum. These changes have ensured full coverage of the national curriculum for the mixed-aged classes. The curriculum is well sequenced. Leaders and teachers have secure subject knowledge as a result of the training they have had. Subject leaders and Reception staff work in close collaboration. They ensure that children in Reception gain a secure foundation in their knowledge and skills across all areas of learning. However, leaders know that assessment is not yet fully developed in all subjects. Some subject leaders do not have a detailed enough understanding of how well pupils learn the curriculum.

Leaders are not complacent. They continue to make improvements to the curriculum. In mathematics, leaders have strengthened what is taught by breaking learning down into smaller steps. They have guided teachers in how to adapt the curriculum to meet the needs of all pupils. Pupils say they are confident in mathematics but some would like more challenge. The implementation of the curriculum varies between subjects. Some learning does not deepen pupils' understanding of important concepts. Where this is the case, pupils' knowledge and understanding are less well developed.

Staff help pupils in a variety of ways to learn to love and value reading. Phonics is planned and taught effectively. Pupils quickly learn to read well. As pupils progress through the school, they have many opportunities to read and practise their phonic knowledge. Leaders make sure that teachers get useful training to develop their expertise in teaching reading. Leaders have invested in new books to support the reading programme. This means that pupils can practise at home the phonics knowledge they learn at school.

There is a strong culture of reading in school. Staff recommend books to pupils that they know they will enjoy. Pupils choose interesting books that introduce them to a wide range of vocabulary. These include contemporary fiction and classical writers.

Staff expect pupils to behave well in lessons. Pupils respond to these high expectations. They have positive attitudes to their learning and want to do well. Consequently, the school is a calm and purposeful place to learn. There is mutual respect for all.

Teachers identify and meet the needs of pupils with special educational needs and/or disabilities (SEND) effectively. Leaders keep a close eye on how well these pupils learn the curriculum. Pupils with SEND thrive in the nurturing and supportive environment.

Teachers say that leaders are supportive and mindful of the workload of staff. Leaders listen to them and are approachable.

The governing body has an accurate view of the school. It receives the information that it needs to enable it to check that school leaders are providing effective education for pupils. Governors provide an effective balance of support and challenge to leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors ensure that all staff have regular safeguarding training. Staff know pupils and families well. They are alert to any changes in pupils' behaviour and other signs that may give rise to potential safeguarding and welfare concerns. Systems for reporting concerns are effective. Staff understand what to do if they are worried about a pupil.

The school completes the necessary checks to ensure that all staff are safe to work with children. Pupils and parents agree that the school is a safe place to be. Pupils know how to keep themselves safe and understand risk.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessment in subjects other than English and mathematics is not yet effective. As a result, some subject leaders do not have a detailed enough understanding of how well pupils learn the intended curriculum. Leaders need to strengthen assessment procedures so they have an accurate understanding of pupils' progress through the curriculum.
- In some subjects, teachers do not always provide learning that builds successfully on what pupils already know. This limits the opportunity for pupils to learn more, deepen their knowledge and remember more over time. Leaders should ensure that teachers provide learning that is matched accurately to the needs of all pupils.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in March 2017.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	115674
Local authority	Gloucestershire
Inspection number	10227164
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	29
Appropriate authority	The governing body
Chair of governing body	Tim Pritchard
Headteacher	Jonathan Preston
Website	www.oakridgeschool.org.uk
Date of previous inspection	7 March 2017, under section 8 of the Education Act 2005

Information about this school

- The school is part of a federation with Bisley Blue Coat School.
- The school is smaller than average and currently has two classes.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the special educational needs coordinator, the administrator, subject leaders, and members of the governing body. In addition, an inspector met with a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, and design and technology. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.

- An inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- An inspector met the designated safeguarding leads, checked the single central record of adults working in the school and looked at safeguarding records.
- Inspectors observed pupils' behaviour in class, around school and at breaktimes and held discussions with leaders about pupils' wider development.
- Inspectors gathered parents' views by considering responses to Ofsted's online survey, Ofsted Parent View, and by talking to parents after school.

Inspection team

Lizzy Meadows, lead inspector

Ofsted Inspector

Paula Marsh

Ofsted Inspector

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